DOCUMENT RESUME

ED 344 009 CE 060 725

TITLE	Colorado Vocational Education Annual Performance Report: Program Year 91 (July 1, 1990-June 30, 1991).
INSTITUTION	Colorado State Community Coll. and Occupational Education System, Denver.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	Dec 91
NOTE	215p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Adult Vocational Education; Career Counseling; *Community Organizations; Curriculum Development; Demonstration Programs; Disabilities; Disadvantaged; Displaced Homemakers; Early Parenthood; Educational Finance; Educational Legislation; *Federal Aid; Federal Legislation; Limited English Speaking; *Occupational Home Economics; One Parent Family; Postsecondary Education; Program Descriptions; Program Development; *Program Improvement; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS	Carl D Perkins Vocational Education Act 1984; *Colorado

ABSTRACT

This annual performance report describes accomplishments achieved in Colorado through funding from the Carl D. Perkins Vocational Education Act. Four sections focus on four categories of initiatives. Section I addresses enhancement of services to students through the basic state grant under Title II, Part A. Vocational education opportunities are described for these categories: handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and displaced homemakers, teen parents, sex equity, and criminal offenders in correctional institutions. Section II focuses on vocational education program improvement, innovation, and expansion through Title II, Part B. These program areas are addressed: career counseling, placement, and guidance; curriculum development; curriculum assistance; equipment; and exemplary programs in 13 areas. Section III describes community-based organizations assisted under provisions of Title III, Part A. Section IV describes improvement and expansion of consumer and homemaking programs under provisions of Title III, Part B. Within each section, the program profile may contain some or all of these components: state plan/objective, program area/project title, focus of program area, significant achievements, and impact. An appendix amounting to over one-half of the report provides examples of initiatives under the specified categories and, in some cases, success stories illustrating student outcomes. (YLB)

ED344009

COLORADO VOCATIONAL EDUCATION

ANNUAL PERFORMANCE REPORT

PROGRAM YEAR 91

(JULY 1, 1990 - JUNE 30, 1991)

DECEMBER 6, 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B C Smith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Colorado Community College
and Occupational Education System
1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554

CE060725

BEST COPY AVAILABLE

COLORADO VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT: PROGRAM YEAR 91 (JULY 1, 1990 - JUNE 30, 1991)

-Submitted to-

Winifred I. Warnat, Director
Division of State Planning
Office of Vocational and Adult Education
U.S. Department of Education
Room 600 - Reporters Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5611

-Submitted by-

Colorado Community College and Occupational Education System
1391 North Speer Boulevard, Suite 600
Denver, Colorado 80204-2554

December 20, 1991

Colorado Community College and Occupational Education System

The FY91 Performance Report submitted herein is a product of both the Educational Services Staff and Research and Planning Coordinators' efforts.

If there are any specific questions or further information needed, please contact the appropriate staff person at (303) 620-4000.

NAME	TITLE
Ed Ray	Program Manager-Special Populations
Russ Blackman	Program Manager-Business Education
Ernie Gill	Program Manager-Agriculture Education
Vacant	Program Manager-Marketing Education
Jay Hollingsworth	Credentialing Specialist
Mary Stecklein	Program Manager-Home Economics Education
Greg Smith	Coordinator of Institutional Research & Evaluation
Jerry Atkinson	Program Manager-Technical, Trades & Industrial Education
Julie Trujillo	Program Manager-Health Education
Carol Vote	Sex Equity Specialist
Dean Hollenbeck	Program Manager-Vocational Student Organizations
Norma Zarlow	Coordinator of Federal Programs

TABLE OF CONTENTS

Page
Introduction i
List of Tables ii

SECTION I. BASIC STATE GRANT - TITLE II, PART A

A. Handicapped/Disadvantaged/LEP - Overview 2
B. Handicapped - Secondary Level 5
Handicapped - Postsecondary Level 6
C. Disadvantaged (Excluding LEP) - Secondary Level 8
Disadvantaged (Excluding LEP) - Postsecondary/Adult Level . . 9
D. Limited English Proficient (LEP) - Secondary Level 10
Limited English Proficient (LEP) - Postsecondary Level 10
E. Adults in Need of Training and Retraining 12
F. Single Parents/Displaced Homemakers (5.2) 13
G. Teen Parents (5.3) 15
H. Elimination of Sex Bias (Sex Equity). 16
I. Criminal Offenders in Correctional Institutions 18

SECTION II. PROGRAM IMPROVEMENT ACCOMPLISHMENTS - TITLE II, PART B

A. Career Counseling, Placement and Guidance 22
B. Curriculum Development 24
C. Curriculum Assistance 25
D. Equipment - Secondary 26
E. Equipment - Postsecondary 26
F. Exemplary Programs. 27
G. JTPA/Vocational Education Coordination Assistance 45
H. Personnel Development 47
I. Research 50a

SECTION III. COMMUNITY-BASED ORGANIZATIONS - TITLE III, PART A

COMMUNITY-BASED ORGANIZATIONS - DESCRIPTION 52

SECTION IV. CONSUMER AND HOMEMAKING - TITLE III, PART B

CONSUMER AND HOMEMAKING - DEPRESSED (5.9) 54
CONSUMER AND HOMEMAKING - NON-DEPRESSED (3.6) 55

APPENDIX

SECTION I. BASIC STATE GRANT, TITLE II, PART A

A. Handicapped/Disadvantaged/Alternative Cooperative Education . 59
B. The High Tech Computer Center for the Disabled 68
C. 1991 Colorado Interagency Conference 72

D. Limited English Proficient (LEP) - Secondary Level 74
E. Adults in Need of Training and Retraining 78
F. Colorado Vocational Education Policy Fellowship 79
G. Single Parents/Displaced Homemakers (5.2) 80
H. Teen Parents 83
I. Elimination of Sex Bias (Sex Equity) 85
J. Corrections 89

SECTION II. PROGRAM IMPROVEMENT ACCOMPLISHMENTS - TITLE II, PART B

A. Career Counseling, Placement and Guidance 90
B. Curriculum 99
C. Exemplary Programs 140
D. JTPA/Vocational Education Coordination Assistance 177

SECTION III. COMMUNITY-BASED ORGANIZATIONS - TITLE III, PART A 180

SECTION IV. CONSUMER AND HOMEMAKING PROJECTS - TITLE III, PART B . . . 183

COLORADO VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT
PROGRAM YEAR 91 (JULY 1, 1990 - JUNE 30, 1991)

In Program Year 1991, the Colorado Community College and Occupational Education System served about 110,000 individuals in its programs statewide. Services to students were enhanced through funding under the Carl D. Perkins Vocational Education Act Vocational Opportunities Program (Title II, Part A). Program quality improvements were made via the Carl D. Perkins Vocational Education Act Program Improvement Program (Title II, Part B). Community-based organizations were assisted under provisions of Title III, Part A. Consumer and homemaking programs were improved and expanded under provisions of Title III, Part B.

This report contains four sections corresponding to the OMB-approved "Annual Performance Report for the Vocational State-Administered Programs." The report follows the "Sample State Performance Report Outline" suggested by the Office of Vocational and Adult Education in an November 12, 1990, memorandum. Each of the succeeding sections specifically describes grant accomplishments achieved in Colorado through funding with the Carl D. Perkins Vocational Education Act.

We have included a related appendix with examples of initiatives under the specified categories and in some cases success stories demonstrating student outcomes.

If further information is needed, please contact us so that we can send the appropriate material to you.

LIST OF TABLES

Page

ENROLLMENT TABLE - PROGRAM YEAR 1991 iii

Handicapped Data
    Handicapped/Disadvantaged Enrollment and LEP Report iv
    Special Coop Report

SECTION I. - Carl Perkins Funding Categories - TITLE II-A 1

SECTION II. - Carl Perkins Funding Categories - TITLE II-B 21

SECTION III. - Carl Perkins Funding Categories - TITLE III-A 51

SECTION IV. - Carl Perkins Funding Categories - TITLE III-B 54

ENROLLMENT TABLE: PROGRAM YEAR 1991*

Target Population		Secondary	Postsecondary/Adult
Title II			
Handicapped		3,284	782
Disadvantaged (minus LEP)		7,635	2,940
LEP		182	295
Adult**		0	40,350
Single Parent/Homemaker		85	3,628
Corrections		0	908
Nontraditional***	male	42	722
	female	644	557
Regular Vo. Ed. Pop.****		26,328	16,645
TOTAL TITLE II		38,200	66,827
Title III			
III(A) - CBO		184	134
III(B) - C&HE		2,992	4,673
Male		7,097	
Female		10,273	
TOTAL TITLE III		48,473	5,385
GRAND TOTAL			72,212

* All students are in "mainstream" programs.

** An "Adult" is a person who has already entered the labor market or who has completed or left high school.

*** A "nontraditional" vocational education student is one in a program in which more than 75 percent of the students are of one sex. For any particular program area, only the nontraditional students are reported--for example, females in welding programs.

**** A "Regular" student is one who does not meet the definitions of the special populations found in Section 521 of the Act and Section 400.4 of the Vocational Education Regulations.

HANDICAPPED & DISADVANTAGED AND LEP

N/A - Not Applicable * - Most Enrollment Converted to ACE. See Next Page.

	Supplemental Services Programs					Separate Programs				
	# Prgms FY91	# Stdnts FY91	# Total Compltrs FY91	# Total Compltrs FY90	# Total Compltrs Employed from FY90	# Prgms FY91	# Stdnts FY91	# Total Compltrs FY91	# Total Compltrs FY90	# Total Compltrs Employed from FY90
HC (Sec)	98	1,115	296	493	214	51 *	133 *	28 *	0 *	0 *
HC (PS)	22	510	104	140	70	4	272	91	64	42
Disadv (Excldg LEP) (Sec)	97	5,404	1,709	2,455	982	2	133	28	65	16
Disadv (Excldg LEP) (PS)	24	2,040	618	668	370	8	900	177	285	116
LEP (Sec)	97	167	68	65	7	2	0	0	0	0
LEP (PS)	24	287	39	90	41	8	8	0	0	0

	No. of Special Coop Prgms FY90	No. of Stdnts in Sp. Coop Prgms FY90	# Total Compltrs FY90	# Total Compltrs FY89	# Total Compltrs Employed from FY89					
HC (Sec)	96 *	2,036 *	452 *	534 *	254 *					
Disadv (Excldg LEP) (Sec)	96	2,098	577	962	466					
LEP (Sec)	96	15	1	7	3					

*Some Special Cooperative Education Programs serve students with handicaps and students with Limited English Proficiency

CARL PERKINS VOCATIONAL EDUCATION ACT

FY91 FUNDING CATEGORIES

BASIC STATE GRANT

TITLE II, PART A

Vocational Education Opportunities

Handicapped - Secondary Level
Handicapped - Postsecondary Level
Disadvantaged (Excluding LEP) - Secondary Level
Disadvantaged (Excluding LEP) - Postsecondary/Adult Level
Limited English Proficient (LEP) - Secondary Level
Limited English Proficient (LEP) - Postsecondary Level
Adults in Need of Training and Retraining
Single Parents and Homemakers (5.2)
Teen Parents (5.3)
Elimination of Sex Bias (Sex Equity)
Criminal Offenders in Correctional Institutions

CARL PERKINS FUNDING CATEGORY: **Title IIA**

STATE PLAN GOAL/OBJECTIVE: 5.1

PROGRAM AREA/PROJECT TITLE: **Handicapped and Disadvantaged**

OVERVIEW/NARRATIVE: The Entitlement funds support a continuum of vocational education programming for handicapped, disadvantaged, and limited English proficient students throughout the state. Entitlement funds for the handicapped support Supplemental Service Programs. Supplemental Service Programs are instructional support services for special populations needing supplemental assistance to succeed in vocational education programs. Students who are handicapped, disadvantaged, limited English proficient, and in need of assistance in their approved vocational education programs, including work experience programs and occupationally specific programs, are eligible for these services. Please see the appendix for the Supplemental Services Program Standards.

Supplemental Services Programs are operated at both secondary and postsecondary levels. Credentialed Supplemental Services Coordinators provide or coordinate the provision of assessment, counseling and guidance, support services, and transition services. Assessment of students' aptitudes, abilities, interests, and special needs are conducted both formally and informally throughout the educational process. Counseling and guidance is also provided throughout the educational process. Support services include auxiliary aides, advocacy, curriculum adaptation, consultation with instructors on learning styles and instructional strategies, information and referral, etc. Transition services are provided in the form of job seeking skills, job retention skills, and coordinated efforts with outside agencies to secure employment and continued services if needed.

One hundred twenty-two school districts out of a possible 176 school districts participated in the Entitlement. All of the 23 postsecondary institutions participated in the Entitlement.

One result of this additional funding focused on handicapped, disadvantaged, and limited English proficient students is heightened awareness by administrators, counselors, and vocational instructors of these students' special needs. Similarly, awareness of vocational options for these students is heightened for parents, special education teachers, administrators, as well as students. These results are realized particularly in those situations where Supplemental Services Coordinators and their staff are trained as building-level advocates. The Supplemental Service Coordinator is also able to impact in the area of improving access to vocational programs by students with special needs.

Supplemental Service Coordinators statewide met for an inservice on "How to Institutionalize Your Program." This conference provided information on legislation, accountability, and program improvement. Please see the appendix for a conference flyer.

The Entitlement funds provide an opportunity for vocational education and special education to collaborate more effectively. Individualized Educational Program staffings that include vocational personnel such as the Supplemental Services Coordinator are apt to realize more vocational options for students in light of vocational services. Vocational competencies can be reinforced when the special education curriculum becomes more functional in response to vocational preparation. The benefits of assessment, such as curriculum based assessment, positively affect the total educational planning for special education students.

The work experience programs for students with special needs was reconfigured in terms of funding and program standards to encourage even greater collaboration between vocational and special education educators. The new program that has emerged from this effort is the Alternative Cooperative Education (ACE) Program which replaces the Alternative cooperative Education Program for the Handicapped. ACE allows for districts to mix disadvantaged and handicapped students and allows for students with special needs to start vocational education as early as the 9th grade with career exploration activities. This program will be funded with state dollars, thereby creating more access to state funds for programs serving handicapped students and allowing all the Entitlement funds to be dedicated to Supplemental Services. Please see the appendix for the ACE Standards.

Vocational education in Colorado collaborates with special education not only in the areas of individualized educational planning and instruction, but also in the areas of program evaluation and professional development. Vocational education programs serving secondary handicapped students are evaluated jointly by the Colorado Community College and Occupational Education System and the Colorado Department of Education Special Services Department. An interagency conference called "The Career Vocational Conference" was held last year. Eight agencies sponsored this conference. The Division for Developmental Disabilities, Rehabilitation Services, the Colorado Department of Education, and the Colorado Community College and Occupational Education System took the lead in hosting a statewide conference in which 800 participants attended. Please see the appendix for the conference brochure.

Postsecondary disabled student services are enhanced by Entitlement funds. The Entitlement funds, in combination with other federal and state funds, provide the community colleges with the capacity to provide a full range of instructional support services to all disabled students. Because entitlement dollars are used for handicapped vocational students, other state dollars can be targeted at academic students. Supplemental Service Coordinators at the postsecondary level are members of a consortium in which they share state funds for services to disabled students and create an informal professional association that improves their ability to network. Please see the appendix for the consortium brochure.

Entitlement funds create a multiplying effect for creating access for students. High tech centers for the disabled, learning labs, networks for technical assistance, the development of technical assistance manuals, the coordinated training efforts, and organizational consolidation of services in one central place are directly or indirectly nurtured with Entitlement funds.

The set aside for the handicapped and disadvantaged allows larger numbers of handicapped, disadvantaged, and limited English proficient students to be served and succeed in vocational education and to enter employment. This ultimately affects attitudes of individuals in education, business, industry, and society at large to view "them" as individuals first and individuals with special needs second.

CARL PERKINS FUNDING CATEGORY: **Title IIA**

STATE PLAN GOAL/OBJECTIVE: **5.1 Increase access and labor market effectiveness through entitlement grant services for disadvantaged and disabled learners.**

PROGRAM AREA/PROJECT TITLE: **Handicapped**

Secondary Level

In FY91, 1,115 secondary level handicapped vocational education students received additional services from 98 Supplemental Services Programs serving the handicapped that enabled their success in mainstream vocational education programs.

The secondary level handicapped vocational education students served in separate programs are now eliminated from this report as separate programs for the handicapped are now funded with state dollars.

In FY91, 295 handicapped students completed their vocational education programs in large part due to these supplemental service programs.

Follow-up studies of the 945 completers or partial completers (those completing more than 50 percent of the program) from FY90 found that 214 handicapped students who had received Supplemental Services were placed in employment. Two hundred fifty-four handicapped students who completed training in a separate program in FY90 were employed.

Each participating district informed parents of handicapped children prior to the beginning of their 9th grade year of the vocational education programs offered along with the supplemental services available.

Supplemental Services Coordinators continued their participation in a Curriculum Based Assessment Project. Boulder St. Vrain Valley school district invested time into learning and implementing the Curriculum Based Assessment model. This assisted in better placement, counseling and guidance, and improved delivery of support services.

Some innovative vocational education programs emerged and flourished with the help of Supplemental Services support staff. Boulder Valley school district implemented a partnership with business and industry to train handicapped students for entry-level jobs using the business as the training site. Supplemental Services staff assisted with providing the expertise needed for this program to succeed.

As more tech prep programs are developed, those conducted with the approval of vocational education need to be evaluated as to their accessibility to the handicapped student. There are scattered positive cases of handicapped students accessing and succeeding in tech prep programs, but it is not clear if such cases are the rule or the exception. Jefferson County Public Schools has provided extensive services to handicapped and disadvantaged students within vocational programs. The district continues to be challenged by diminishing resources and the question of maintaining adequate vocational services for special needs students comes into focus.

Last year, 7 secondary Supplemental Service Programs for the handicapped were evaluated jointly with Special Education. Joint evaluations conducted by the state emphasize the need for Vocational Education and Special Education to work together at the local level.

As a part of Supplemental Services, students are assessed as to what services are required to meet their special needs to ensure success in the vocational education program. These services are included in their Individualized Education Plans (IEPs) as appropriate. This reduces duplication of effort and focuses IEPs towards a more functional/vocational approach to education that leads to greater independence for the handicapped student.

Many districts are implementing transition programs to build a bridge from school to employment or the next level of education. The state initiated Interagency Transition Project implemented transition for all special education students at each of three sites. Interagency teams are planning for and implementing the transition of all special education students at each of the three sites. A manual outlining the process is being developed.

Entitlement funds have enabled rural districts to pool their money to support a Rehabilitation Counselor to work halftime as a Supplemental Services Coordinator. Transition services are enhanced using this delivery model.

Postsecondary Level

In FY91, 510 postsecondary level vocational education students received additional services from 22 Supplemental Services Programs serving the handicapped while in mainstream vocational education programs.

In FY91, 272 postsecondary level handicapped students were served in 4 separate programs. These students were provided supported employment services in community based employment programs.

In FY91, 104 handicapped students completed their vocational education programs in large part due to these Supplemental Services Programs. Follow-up studies of the 140 completers from FY90 found that 70 handicapped students who had received Supplemental Services were placed in employment.

Many community colleges house vocational rehabilitation counselors on their campuses. Trinidad State Junior College, a rural community college, and the Arapahoe Community College, an urban community college, house the office of the vocational rehabilitation counselor. There has been a trend over the past several years to centralize rehabilitation counselors into one office. Some community colleges have lost their on-campus rehabilitation counselor. This trend is changing so that decentralization of rehabilitation counselors is once again the focus. With the presence of a rehabilitation counselor on campus, coordination between the counselor and Supplemental Services Coordinator can be improved. This enhances the delivery of services to disabled students from recruitment to transition.

Arapahoe Community College was in the second year of an Establishment grant from Colorado Rehabilitation Services to establish a High Tech Center for the Disabled. This Arapahoe Community College High Tech Center for the Disabled served 57 students during the year. The mutual benefit to Rehabilitation and the college was evident. Rehabilitation clients and college students were taught how to use customized adaptive equipment to access computers. This opened many doors to these disabled students which had otherwise been closed. Arapahoe Community College is experiencing increased enrollments by disabled students as a result of their center. By coordinating closely with rehabilitation, disabled students are able to get the services they need to succeed in training programs leading to gainful employment. Please see the appendix for a brochure.

Entitlement funds enable community colleges to establish self help groups for disabled students. Pueblo Community College's program for disabled students helped establish CHAT (Creating Healthy Attitudes Together), a self help group. This group was able to influence the planning of a new classroom building to ensure access.

Improving services to students with learning disabilities has been an ongoing challenge for the community colleges. Front Range Community College has a LD specialist who teaches instructional strategy classes and leads a self help group for LD students.

The Consortium of Providers of Services to Postsecondary Students with Disabilities held a conference for support staff. Supplemental Service Coordinators attended this conference along with support staff of tutors, notetakers, and interpreters. It was an excellent professional development activity with over 70 participants.

CARL PERKINS FUNDING CATEGORY: **Title IIA**

STATE PLAN GOAL/OBJECTIVE: **5.1**

PROGRAM AREA/PROJECT TITLE: **Disadvantaged (Excluding LEP)**

Secondary Level

In FY91, 5,404 secondary level disadvantaged vocational education students received additional services from 97 Supplemental Services Programs serving the disadvantaged while in mainstream programs.

In FY91, 1,709 disadvantaged students completed their vocational education programs with the assistance of Supplemental Services.

Follow-up studies of the 2,455 completers or partial completers (those completing more than 50 percent of the program) from FY90 found that 982 disadvantaged students who had received Supplemental Services were placed in employment.

Each participating district informed parents of disadvantaged children by the 9th grade of the vocational education programs offered along with the supplemental services.

Credentialed Supplemental Services Coordinators recruit disadvantaged students into vocational education programs. In their role as a building level advocate, they open doors for disadvantaged students through their advocacy, relationships with vocational instructors, and the numerous services offered the students. The school district in Fort Collins houses many vocational education programs where many disadvantaged students prepare for careers. The school district has established a "Mind Center" where vocational students can sit alongside other students to obtain assistance with basic skills, skill reinforcement, etc. Supplemental Services funds and the Supplemental Services staff join with other high school personnel to provide this service to all students.

Many Supplemental Service Programs for the Disadvantaged have reached out to Alternative Schools and Teen Parent Programs within their districts. The full array of services offered by Supplemental Services Programs is provided to these target populations. Many schools conduct Alternative Cooperative Education (ACE) Programs that are state and locally funded. The Colorado Vocational Act supported 4,149 disadvantaged secondary students in 96 Special Cooperative Education Programs. These programs are community based work experience programs operated as dropout prevention and sometimes as dropout retrieval programs. ACE students in need of assistance receive Supplemental Services. These programs coupled with Supplemental Services provide the support needed for disadvantaged students to prepare for employment. R5 high school in Grand Junction is a good example of this. Each student in this alternative high school participates in the ACE Program. Alternative Cooperative Education Programs are a component of the total Alternative Program. Supplemental Services especially in the areas of assessment and transition are provided.

Last year, 466 ACE graduates classified as disadvantaged from FY90 were placed in employment. This is almost 50 percent of the total 962 completers.

New standards for work experience programs were implemented that allow for 9th and 10th graders to enter vocational programs. These ACE standards were referred to in the introduction. A conference for teachers of work experience programs was held in which teachers came together to learn about the new programmatic options offered as a result of ACE standards. Best practices around the state were shared. Please see the appendix for a conference brochure.

Postsecondary Adult Level

In FY91, 2,040 postsecondary level vocational education students received additional students from 24 Supplemental Services Programs while in mainstream vocational education programs.

Other than the Department of Corrections, these funds did not support segregated programs for disadvantaged students.

The number of disadvantaged students receiving Supplemental Services who completed their vocational education programs in FY91 is 618.

Follow-up studies of completers or partial completers (those completing more than 50 percent of the program) from FY90 found that 370 disadvantaged students who had received Supplemental Services were placed in employment.

Postsecondary Supplemental Service Programs collaborate with developmental studies programs with which they are often co-located. The Community College of Aurora has located their Supplemental Services Program into a lab where Developmental Studies is located. The synergistic effect of co-locating staff from each of the two programs has benefitted students. Staff can learn from each other and the center is in no way stigmatized since any student entering the lab, whether academic or vocational, is not denied assistance. A disadvantaged vocational education student can benefit from one stop shopping; supplemental services and developmental studies provided in the same room. Most community colleges are designing their delivery of various instructional support services so that they are co-located. Some Supplemental Services Coordinators collaborate with trio programs at their colleges to better coordinate a comprehensive delivery of support services to students who are academically or economically disadvantaged. The major problem in serving disadvantaged students is to discover them before they are failing. With the high number of part-time instructors at community colleges, faculty inservice regarding available services is not always effective. Some Supplemental Service Coordinators are identifying students who were not identified in the basic assessment through analysis of grades and transcripts. It will be interesting to see how effective this approach is.

CARL PERKINS FUNDING CATEGORY: Title IIA

STATE PLAN GOAL/OBJECTIVE: 5.1

PROGRAM AREA/PROJECT TITLE: Limited English Proficient (LEP)

Secondary

In FY91, 167 secondary level limited English proficient vocational education students received additional services while in mainstream programs. There are no separate programs for limited English proficient students.

In FY91, as a result of support services, 68 students completed or partially completed their vocational education programs. Follow-up studies of completers or partial completers (those completing more than 50 percent of the program) from FY90 found that 7 limited English proficient students who had received Supplemental Services were placed in employment.

Each participating district informed parents of handicapped children prior to the beginning of their 9th grade year of vocational education programs offered along with the supplemental services.

Supplemental Service Coordinators serving limited English proficient vocational students collaborate with bilingual education and the English as a Second Language Program.

This year, a specialist in the area of Limited English Proficiency was able to be hired to establish three model sites for improvement of services to the Limited English Proficient in the area of vocational education. The funds for this position were made available as a result of a grant from the Governor's Job Training Office and the Northwest Educational Cooperative in Illinois. Jefferson County Public Schools was one of the targeted sites. With improved inservice to teachers and improved coordination with English as a Second Language personnel and outside agencies. Services to the LEP have improved.

Postsecondary Level

In FY91, 287 postsecondary level limited English proficient vocational education students received supplemental services while in mainstream programs. These funds did not serve limited English proficient students in separate programs. The Community College of Denver operates a bilingual vocational education program. The students in that program receive supplemental services as needed.

In FY91, the number of students who completed or partially completed their vocational education programs with the help of supplemental services is 39.

Follow-up studies of completers or partial completers (those completing more than 50 percent of the program) from FY90 found that 41 limited English proficient students who had received Supplemental Services were placed in employment.

Supplemental Service Coordinators serving postsecondary limited English proficient vocational students collaborate with English as a Second Language instructors, Adult Basic Education instructors, and Community-based Organizations.

The grant recently mentioned developed the Community College of Denver's services to the LEP as one of model sites. Inservices and classes in cooperative education techniques along with cultural sensitivity have been well received by Community College of Denver instructors. This grant is continuing and the results will be measured as the end of FY91. Please see the appendix for an example of the accomplishments made by the LEP project.

*Data discrepancies compared to last year may be attributed to a reclassification of programs that now receive only state funding rather than both state and federal funding.

CARL PERKINS FUNDING CATEGORY: **Title IIA**

STATE PLAN GOAL/OBJECTIVE: 2.3

PROGRAM AREA/PROJECT TITLE: **Adult - Apprenticeship**

1. Apprenticeship Profile:

    A. Number of Registered Programs served: 185 secondary/postsecondary

    B. Number of Registered Apprentices: 1,549 students/adults
    244 sponsors

APPRENTICESHIP SPECIALIST

OVERVIEW/NARRATIVE: The Colorado Community College and Occupational Education System, through the Apprenticeship Specialist, serves as liaison with the Federal Bureau of Apprenticeship and Training in the areas relating to registered apprenticeship programs. This relationship serves to strengthen responsiveness and involvement of public education institutions regarding apprenticeship related instruction and assists in developing school-to-work linkages.

The Specialist develops and modifies curricula tailored to apprenticeship needs which also facilitates articulation with the system of area vocational schools and community colleges. An example is the formal tripartite articulation agreement between the Colorado Building Trades Training Directors Association, Emily Griffith Opportunity School, and the Community College of Denver.

The Specialist also provides training programs, seminars, and conferences designed to promote and improve apprenticeship programs and delivery systems. The Mountain States Journeyman and Apprenticeship Instructor Training Seminar, funded by the System, is well attended every year. Alternative delivery methods in other states are continually being researched and implemented in Colorado where appropriate.

As a Statewide Initiative, assistance was provided to a joint effort by the Denver Public Schools and the Colorado AFL-CIO Employment and Training office to establish a program designed to provide direct entry into registered apprenticeship programs from secondary and postsecondary institutions throughout Colorado.

CARL PERKINS FUNDING CATEGORY: Title IIA

STATE PLAN GOAL/OBJECTIVE: 5.2

PROGRAM PROFILE: Single Parents/Displaced Homemakers

Support and educational services were provided to 724 women who qualified by the CPVEA definitions of Single Parents/Displaced Homemakers (SP//DH) by the 10 reporting local programs which are located throughout the state and represent a combination of public postsecondary public educational institutions an community based organizations. In addition, 7 model projects were initiated to address the JOBS Legislation.

FOCUS OF PROGRAM AREA

A. The 10 reporting local programs used this third year of continued funding to continue movement into the third and last tier of identified services which offered a comprehensive program.

   The intent of the model JOBS programs was two fold: (1) to establish a local tri agency coordination to include the Department of Social Services, The Governor's Job Training Office for JTPA, and the Community College and Occupational Educational System. (2) to establish a program which will prepare SP/DH JOBS eligible clients fr economic self sufficiency.

B. The State Sex Equity Specialist provided technical assistance to the local programs utilizing four state inservice meetings. Four regional Implementation Teams were formed by the State Office to provide an avenue for professional development and local technical assistance to address program individuality and specifics particular to the region. The majority of time was spent by the Sex Equity Specialist representing the Community College and Occupational Educational System on a state level tri agency (Department of Social Services and Governor's Job Training Office (JTPA) team designing, disseminating a Request for Concept Paper and monitoring the seven JOBS Models. The process and models are being recognized as one of a kind in the nation.

C. The FY91 objectives for both local programs and the JOBS Models were to develop programs which lead clients to economic self sufficiency through educational programs and support services which were of a sufficient duration of time to prepare clients for occupations of the future by utilizing local coordinated efforts with other human resource agencies to include business, industry and apprenticeship.

SIGNIFICANT ACHIEVEMENTS:

- Tri agency coordination achieved at the state and at four of the seven local model sites.

- Additional state level interagency coordination efforts will be formed as a result of the successes experienced with the JOBS Models.

- All programs implemented total case management for each client which provided a viable tracing from assessment to placement.

IMPACT: A total of 729 clients (*213 displaced homemakers and *256 single parents) were served. The average age range for clients served was 30 39. Support services in the form of one to one counseling was the primary services provided and the average placements were in GED and two year vocational program areas.

Four of the JOBS Models developed intensified programs and after one year of the two year operation are reporting noticeable changes in client achievements e.g. movement from pre GED status into two year vocational training and/or program completion. There are 245 clients being served by the JOBS Models.

*a true classification for identification SP/DH. The numerical difference is attributed to clarification pending status to SP/DH. The state offered more options for the intake counselors to select.

APPENDIX: SP/DH Success story

CARL PERKINS FUNDING CATEGORY: **Title IIA**

STATE PLAN GOAL/OBJECTIVE: 5.3

PROGRAM PROFILE: Teen Parents

The nine ten parent programs which were offered throughout the state either by public secondary educational institutions or community based organizations served a total of 346 students.

FOCUS OF PROGRAM AREA

A. The acquisition of education to include both academic and a vocational skill was the primary function.

B. Three major functions were performed by the State Sex Equity Specialist. Major because of their statewide application and policy impact. Each function involved coordination with multiple agencies and local recipients.

C. The changes, which will be highlighted in the "Significant Achievements Section" have and will continue to offer options for the operation of local programs which stand to improve services to students and strengthen the intent of achieving economic self sufficiency.

SIGNIFICANT ACHIEVEMENTS:

- Modified the Department of Social Services Rules & Regulations relevant to in school/on site child care facilities, administration and staffing to better meet the uniqueness of the educational setting.
- Formed a statewide, multi agency Resource & Referral Committee to establish and coordinate a comprehensive umbrella.
- Served as an advisor on the development, training and piloting of a model lab school parenting education program.

IMPACT: Because of a reduction in repeat pregnancies and low birth weight babies, as a result of local program impact, more teens were able to complete high school and enter into vocational training. Male involvement was also impacted as a result of incorporating an intensified parenting component into each program.

APPENDIX: See Success story

CARL PERKINS FUNDING CATEGORY: Title IIA

STATE PLAN GOAL/OBJECTIVE: 5.4

PROGRAM PROFILE: Elimination of Sex Bias

Funds to eliminate sex bias/stereotyping from vocational education were distributed to 20 local postsecondary, secondary public educational institutions and community based organizations throughout the state.

Four Regional Professional Development Centers were partially funded by equity to provide technical assistance in equity and GESA training.

A statewide Equity Lending Library was expanded and also provided technical assistance in equity.

Title IIA Sex Equity Funds were distributed on an application process to stimulate interest and involvement at the local level for using discretionary funds to address identified local equity issues. A total of 42 projects/programs were funded for FY90 (a synopsis of the programs/projects follows the report). Distribution of funds went proportionately to secondary, postsecondary public vocational educational institutions and community-based organizations. Including the FY90 programs, a total of 20,000 students have been informed about nontraditional vocational careers and the development of quality promotional resource materials and used.

FOCUS OF PROGRAM AREA

A. Local programs/projects were varied and focused on equity awareness re: nontraditional career occupations and occupations of the future for the middle school and high school populations to direct vocational training with support service for participants to prepare for occupations not traditional to their gender.

B. The State Sex Equity Specialist served as a technical resource to the local programs as well as to the four regional centers. The Specialist addressed over 2,000 students regarding equity issues at the request of the largest school district in the state in addition to numerous professional organizations and other educational institutions.

C. Model equity programs were displayed and promoted at vocational professional meetings and state inservice activities. The rationale was to focus on activities that worked.

SIGNIFICANT ACHIEVEMENTS:

- Model programs were implemented elsewhere in the state.
- Nine school districts and two postsecondary institutions requested and received GESA Awareness training for their staff.

- Usage of the Equity Lending Library resource tripled.

IMPACT: There was noticeable change at the local level as a result of the expenditure of equity funds. Most of the local initiatives have been continued without discretionary funds. Academic as well as vocational personnel become involved with equity activities which has lead to a greater support for the elimination of sex bias/stereotyping as well as the beginning of integration models.

APPENDIX: See Success Story

CARL PERKINS FUNDING CATEGORY: **Title IIA, Offenders Setaside**

STATE PLAN GOAL/OBJECTIVE: **5.6**

PROGRAM PROFILE: **Corrections**

Target populations: Over 6,000 clients served

Participating Institutions: Community College of Denver
"Challenge Program"

Pueblo Community College
"Inmate Instructional Program"

Pikes Peak Community College
"Project Next Step

FOCUS OF PROGRAM AREA

Colorado continues to maximize its role in delivering vocational educational services to the offender population by funding projects that offer comprehensive services that will enable students to not only acquire basic and vocational skills, but prepare them to meet the challenges of the workforce.

Pueblo Community College's instructional program was designed to upgrade and deliver quality and meaningful vocational programs. These programs are now being delivered to both the men's and women's facility. These programs include: (10 Horticulture and Animal Science at the Women's Correctional Center; (2) Farm/Ranch Management at the Four Mile Men's Correctional Center; (3) Drafting at the Fremont Center. In addition, there are 12 other courses offered by the college from basic literacy to TV production. All courses are competency-based and can be transferred from one community college to another. Once enrolled in the courses, the inmates can continue their coursework.

The Challenge Program located at the Community College of Denver is now in its fourth year of delivery. It continues to assist the offender population but juvenile and adult to transition into a campus setting offering comprehensive services. Designed to bridge the "gap" between instruction behind the walls and the traditional education environment, the Challenge Program has proven to be successful.

Services offered (1) basic skills assessment, (2) educational advising and class placement, (3) career exploration and training, (4) advocacy, (5) exit evaluation, (6) job placement assistance, etc. The strength of the program remains in the fact that students are mainstreamed into a well established postsecondary environment and gives support services. Additionally, students are recruited directly from the various correctional institutions and participate in pre and post-release workshops which are inclusive of: (1) goal setting techniques, (2) life and college skills, and (3) interpersonal communications and career exploration.

Enrollment has increased steadily over the four years that the program has been around. It is now a national model. It is equally important to note that college serves both youth and adults.

Although funding exemplary projects and programs is a key objective of Colorado it is equally important to note that strengthening correctional education programs must occur at a "macro" level. The community college has aggressively developed a working and collaborative relationship with other state agencies to pursue the issues and problems facing the correctional populations. Included in these efforts are: The Governor's Job Training Office (JTPA); Colorado Department of Labor and Employment; Department of Corrections; Colorado Department of Institutions; Colorado Department of Health; Colorado Department of Social Services; etc. We are now in the process of developing an evaluation and research component.

Additionally, we are now providing professional development activities and opportunities for vocational teachers in correctional facilities.

SIGNIFICANT ACHIEVEMENTS:

- The Correctional Education Authority Bill (HS1166) passed in 1990 through CCCOES efforts. This bill mandates literacy, established a Director of Education position in the Department of Corrections, and created a Correctional Education Board on which the president of the Community College and Occupational Education presides.

- Creation of the Challenge Program which is now being replicated in other parts of the state.

- Creation of Consortium of Community College presidents who have committed to providing up-to-date and quality education classes and services to both youth and adult in the correctional system.

- Providing training and technical assistance with curriculum development (i.e., utilizing MAVCC materials).

- Three major corrections initiatives were funded in FY91. "Project Next Step" at Pikes Peak Community College served the educational needs of inmates and high-risk youth in Colorado Correctional Facilities who are to be released and returned to El Paso County. Approximately 80% of the inmates in Colorado's Correctional Facilities. Filled out checklists on the needs of 63 people. The majority of these have applied for financial aid through help from the Coordinator and the Financial Aid Office. Fourteen of these people are enrolled; others are waiting for Pell Grant approval.

- Another Project named, "Life Skills for Pueblo County Inmates" was successful under the leadership of Pueblo Community College. The Life Skills pilot program for Pueblo County inmates provided a specialized and highly structured program to inmates identified for future release for incarceration. The program is designed to provide educational services for a maximum of seventy-five inmates during the time period beginning April 1, 1991, and continuing until June 28, 1991. Each class is designed to accommodate up to twenty-five participants at onetime.

Classes within the structure of this program took place in a classroom setting within an environment conducive to the overall educational and therapeutic services to be delivered.

There was a total of 3 separate sessions or programs. Each session will consist of 3 weeks, and instruction is geared to serve the functionally illiterate individual.

IMPACT:

- More students are now receiving vocational/academic education services and benefits from the community colleges who are providing educational services.
- Vocational instructors "behind" the walls are exposed to current training methods, state-of-the-art equipment, and professional development activities.
- Colorado now has a strategic plan which is inclusive of all agencies who are responsible for the delivery of services to the offender population.

CARL PERKINS VOCATIONAL EDUCATION ACT

FY91 FUNDING CATEGORIES

Vocational Education Program Improvement, Innovation and Expansion

TITLE II, PART B

- Career Counseling, Placement and Guidance
- Curriculum Development
- Curriculum Assistance
- Equipment - Secondary
- Equipment - Postsecondary
- Exemplary Programs
  - Minority Vocational Teacher Development Assistanceships Program
  - Institutional Innovation "Futures Planning" Grants
  - Regional Planning Grants
  - Colorado Vocational Student Organizations
  - Agriculture Education
  - Business Education
  - Economic Development
  - Marketing Education
  - Health Occupations
  - Trade, Technical, Industrial
  - JTPA/Vocational Education Coordination Assistance
  - Personnel Development
  - Research

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: **3.3**

PROGRAM PROFILE: Career Counseling, Placement and Guidance

Student/client population served: 4,862
Participating Schools: Metro Denver, suburban and rural Colorado

FOCUS OF PROGRAM AREA

Colorado continues to be successful in its efforts to strengthen career development in a very decentralized state. This year's objective was to provide both training to professionals in the education and business field, as well as developing career guidance materials that would maximize the delivery of services. An additional objective was to increase the number of comprehensive career guidance programs by encouraging the utilization of the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee. Colorado received a matching grant from the NOICC office this year.

The third objective was to improve Colorado's image and resource by participating and becoming more involved in intra/interagency agency initiatives at the local, state, and national levels. Colorado is now at the "cutting edge" of educational reform especially in the area of career guidance. Partnerships continue with external agencies such as: Colorado Department of Labor and Employment, Colorado Alliance of Business, Governor's Job Training Office, Colorado State University, Colorado Department of Education, Mayor's Office of Employment and Training, The General Motors Training Center, Colorado Career Development Association, Colorado School Counselors Association, Colorado Vocational Associations, etc.

SIGNIFICANT ACHIEVEMENTS:

Funded and monitored thirteen projects that served special populations with direct and indirect services in career preparation, placement, and guidance.

A few of the outstanding achievements of these statewide projects are:

: development and dissemination of a career guide to all high school students and counselors in the state, as well as, printing the announcement in a major newspaper in Colorado.

: assistance to twenty-six disabled Arapahoe Community College students in developing realistic career development plans with counseling and in concert through career development classes proved to be effective. In addition, a library of career materials was developed for the disabled students.

: a project in Adams County School District 12 was designed to disseminate career education information to seventh-grade students to help them acquire self-assessment, employability, career decision making, career planning skills. Students learned about the world of work through a variety of methods and activities. Sixty percent of the students showed a significant improvement on the pre-test and post-test which measured general career knowledge. The demonstrated an increased awareness of occupations, good work habits, attitudes, ethics, and acceptable interview techniques.

: Jefferson County Schools demonstrated that through the Career Development Genesis Project, that procedures and methods of delivering career education was created, refined, and communicated to adults, teachers, administrators, parents, business persons, and community people. Through Colorado State University guidance staff there were presentations given to professionals, parents, business leaders, agency personnel (JTPA) on the benefit of adapting the Career Development Guidelines Project to JeffCo. The Employability Skills Inservice reached over 1,500 persons serving the school district and made an impact on their understanding of the necessity for career awareness for students.

IMPACT: Guidance professional development activities continued to be at the forefront of delivering occupational information to teachers, administrators, and counselors. Occupational information, exploring technology, integrating academic and vocational curriculum, multicultural and ethnic-based counseling, career information delivery systems, employability skills, improving the delivery of career information, the global economy are only a few of the topics explored in a series of seven workshops conducted throughout the year.

The Career Development Institute--a two-week program which provides educators (i.e., counselors) the opportunity to explore the world of work and be knowledgeable of the "emerging occupations" continues to be exemplary. This course taught by Dr. Rich Feller, a counselor educator, has received national recognition.

New career guidance products coupled with professional development activities has created a strong guidance movement in the state. The estimated numbers served are the highest ever reported. Programs are emerging at an increasing rate. More administrators and curriculum planners are involved. Project and program developers are looking at the process as well as the outcomes. Counselors are developing programs that have specific outcomes with a life span of at least three years. Compared to submitting proposals for career fairs and other "quick fix" solutions to career education.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: **4.3**

PROGRAM AREA/PROJECT TITLE: Curriculum Development - State Integration Project/Teacher Induction Program

I. NEED FOR THE PROJECT

This phase of this project was designed to meet transition needs of both the Integration project and Teacher Induction Program.

Integration

- Annotated resources are necessary to assist the local level in exploring possible implementation strategies.
- The requests for technical assisting and inservice training are ongoing.

Teacher Induction Program

- Additional background was necessary for successful implementation.

II. PROGRAM OBJECTIVES

1. Develop an annotated resource list of materials, resources, and curricula of the local level.
2. Provide in-service training to local education agencies upon request to facilitate integration in vocational education and counselor development.
3. Provide technical assistance to school districts and CCCOES Program Staff in developing models for integration in vocational education.
4. Work with Teacher Induction Program to establish process and procedures.

III. PROGRAM METHODS/ACTIVITIES

Integration

- Annotated resources - appended
- Activities - appended

Teacher Induction Program

- Materials and resources were selected and reviewed before purchase and implementation.

IV. PROGRAM OUTCOMES/RESULTS

Integration

Integration Support Services have been established to assist the local level in integration efforts (see brochure/flyer in appendix)

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM AREA/PROJECT TITLE: Curriculum Assistance

I. NEED FOR THE PROJECT

Curriculum is a critical part of any educational concern. Energies must be consistently directed at maintaining curricular integrity while also ensuring excellence in curriculum-centered directions (i.e., competency-based curriculum as a mechanism for facilitating articulation). It is also very important to be accessible to those who need assistance in implementing new curriculum strategies.

II. PROGRAM OBJECTIVES

a. Provide curriculum technical assistance
b. Conduct task verifications in designated areas
c. Edit task analysis process for curriculum project areas
d. Conduct task analysis process for curriculum project areas
e. Serve as alternate representative to boards and consortia
f. Conduct State Curriculum workshops
g. Attend a national meeting which will support OBC in Colorado

III. PROGRAM METHODS/ACTIVITIES

- Completed instructional analysis process
- Edited task analysis
- Wrote, adapted, coordinated development of teacher induction modules

IV. PROGRAM OUTCOMES/RESULTS

1. Seven completed task analysis (veterinary aide, auto mechanics, appliance repair, welding,, drafting physical therapy aide, electronics) ready for distribution at VELC.
2. Curriculum for Teacher Induction Program (8 modules completed, 13 under development)
3. National Integration Conference scheduled August 4-7.
4. Technical assistance provided to many individuals, programs, and schools.
5. Major research base established on mentoring for development of curriculum for mentor training.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: **4.9 and 4.8**

PROGRAM AREA/PROJECT TITLE: **Sponsored Equipment Awards**

OVERVIEW/NARRATIVE: Sponsored Equipment Awards are allocated to both the secondary and postsecondary eligible institutions providing vocational education programs on a formula basis.

Equipment--FY91

Secondary

CCCOES has a designated pool of $195,000 in Carl D. Perkins Vocational Education funds for secondary equipment allocations to all participating secondary schools in vocational education programs. The State Plan Goal and Objective 4.9, provides the availability of the funds for this activity to 173 school districts in Colorado.

There were 212 secondary statewide programs receiving new equipment.

Postsecondary

The State Plan Goal and Objective 4.8 from the Colorado Comprehensive State Plan for Occupational Education designates postsecondary sponsored equipment funds to be allocated to 11 state system community colleges, four local district colleges, seven area vocational schools, and one four-year college-area vocational school. The total amount of funds available for this initiative is $1,324,000.

There were 196 postsecondary programs receiving new equipment statewide.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement, Exemplary Programs**

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM AREA/PROJECT TITLE: **Minority Vocational Teacher Development Assistanceships Program**

OVERVIEW/NARRATIVE: The Teacher Development Assistanceship (TDA) Program for minority students has been sponsored through the Carl Perkins funds for the past five years. The TDA program is a four-year assistanceship for three selected students majoring in vocational education teaching. Students are recruited from the secondary schools and postsecondary institutions.

The purpose of the program is to increase the number of minority teachers in vocational education and to develop role models for minority students in vocational programs.

The Teacher Development Assistanceship Committee awarded three assistanceships for 1991. The Colorado Community College and Occupational Education System (CCCOES) sponsored ten awards in total and Colorado State University is sponsoring one student for this activity. All students are presently attending Colorado State University.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: 4.10

PROGRAM AREA/PROJECT TITLE: **Institutional Innovation "Futures Planning" Grants**

PROJECT PROFILE:

Target Population: secondary and postsecondary students
Number of students and clients: 2,358
Participating school(s), CBO's: 18 secondary/postsecondary schools
Location: statewide

PROJECT DESCRIPTION: The primary purpose for the Institutional "Futures Planning" ^ZInnovation Grants was to improve instructional quality and services through locally designed exemplary projects (e.g., local inservice, curriculum teacher update, integrating basic skills, dropout prevention). Approximately $283,875 was awarded to 18 participating secondary and postsecondary institutions.

The Futures Planning grants primary focus was to strengthen, expand, or facilitate improvement in vocational education programs and services.

MAJOR OUTCOMES AND ACHIEVEMENTS: Grant recipients utilized the funds to strengthen, expand, and facilitate improvement in vocational education programs and services through:

A. Education and business/industry partnerships for vocational training.
B. Professional development activities for teachers and counselors. (e.g., inservice, internships, and conference attendance).
C. Innovative practices in vocational education training programs.
D. Integration of academic and vocational education initiatives.
E. Computerized Instructional System for Colorado Marketing Education.
F. Cooperative Vocational Guidance and Counseling.
G. Expansion of access in vocational education.
H. Employability skills training with integration activities.
I. Colorado School (Secondary and Postsecondary partnerhsips)

IMPACT TO STUDENTS AND TEACHERS: Through these innovative grants there were more than 2,782 students and teachers who benefitted from the federal funds. Several of the projects developed curriculum or utilized the funds directly for vocational education instructional materials but did not report actual students or teacher numbers, however, the impact to the learning process was evident. In sum, the grants produced a diversified spectrum of creativity in the classroom and teacher involvement. We received many positive responses in regard to the excitement and satisfaction that the grants raised for the instructional staff and students in all 18 participating schools.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement, Exemplary Programs**

STATE PLAN GOAL/OBJECTIVE: 1.1

PROGRAM AREA/PROJECT TITLE: **Regional Planning Grants**

OVERVIEW/NARRATIVE:

Regional Planning Grants

Continuation of the FY88, 89, 90, and 91 effort to develop Regional Planning Grants was finalized. CCCOES of funded five Regional Planning Pilot Project Grants for FY91. The major purpose of the regional planning concept was to test whether or not a significant improvement of coordination and collaboration could be developed among System institutions. The planning process and outcomes were intended to increase efficiency and effectiveness as a whole as stated in the Comprehensive State Plan for Occupational Education: a Vision of the Future.

Objectives for Regional Plans

The purpose of Regional Plans for occupational education is to accomplish the following for the region under consideration:

1. Increase the efficiency and effectiveness of the System.
2. Eliminate unnecessary duplication of programs.
3. Improve program quality, access, and responsiveness to learner and industry needs through articulation and transfer agreements and articulated competency-based curricula.
4. Improve coordination of programs and services.
5. Improve responsiveness to economic development and stability needs.
6. Stimulate innovation and flexibility.

Because regional planning is a new concept in Colorado, it was phased in over several years. Two regions were selected to initiate the effort in 1987-88. Three additional regions entered the planning process in 1989, and continued in 1990. Full implementation of all statewide Regional Planning grants were in operation in FY91.

Outcomes

Awards were given to Pueblo Community College and Front Range Community College to continue the implementation phase and the following projects:

1. Central/West Regional Plan with Denver Public Schools and constituencies
2. Western Slope Constituencies Regional Plan with Colorado Northwestern Community College and community supporters
3. Southeast Metro Planning grant with Community College of Aurora and constituencies.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: 3.5

PROGRAM PROFILE: Colorado Vocational Student Organizations

Colorado Vocational Student Organizations (VSOs) provides services for ten (10) state associations in the various vocational education program areas. In 1990-91, over 20,200 secondary and postsecondary students benefitted from their involvement in VSOs. Approximately 1,050 chapters across the state participated in activities. More than 300 Colorado businesses supported the achievements of the state associations.

FOCUS OF PROGRAM AREA

The primary objectives of Colorado VSOs were to enhance public relations efforts; work with business and industry to increase their understanding of vocational education and VSOs as well as develop partnerships; provide leadership skills and opportunities for all members; and continue to refine the operational activities.

VSOs are an integral part of the vocational education curriculum. All promotional efforts on behalf of Colorado VSOs also emphasize the connections to the specific program area. Presentations made through the VSOs unit focus on all program areas and vocational education in general versus a specific area.

During 1990-91, over thirty (30) statewide conferences focusing on leadership development and providing for member involvement were organized and conducted through the VSO Unit. A variety of publications, including two issues of a cross-organizational newspaper and combined VSO calendar, were produced and distributed throughout the state to chapters, administrators, legislators, and supporters in business and industry. (See appendix for newspaper development.) State presidents of the various associations worked to strengthen relations with leaders in Colorado Business including Bill Coors of Adolph Coors Company and representatives of the Greater Denver Chamber of Commerce.

SIGNIFICANT ACHIEVEMENTS:

* Increased visitations by state officers to local chapters, business and industry contacts, and community organizations promote a greater understanding of the benefits of VSOs.

* By conducting a joint state officer leadership training conference, the quality of leadership skills is enhanced throughout all VSOs and provides a means for sharing this information with the general membership. (See appendix for descriptor.)

* Colorado VSOs have received significant recognition at the national level, including three national officers, numerous awards in competitive events, and recipients of various scholarships.

- By participating in conferences, members develop skills, meet people for across the state and nation, and interact with leaders from business and industry.

- Relationships with business and industry were enhanced through visitations with meetings with Adolph Coors Company and the Greater Denver Chamber of Commerce.

IMPACT: The quality of leadership for all VSOs has been strengthened by the various activities. This is noted by the increased level of participation and level of professionalism throughout the general membership. Visibility of Colorado has been increased at the national level in all organizations including national leadership roles and recognition for accomplishments. The increased public relations efforts have helped to create a better understanding of the benefits of involvement with the various audiences. Schools, communities, and businesses have received recognition for the various activities of the local chapters.

FY 91 PERFORMANCE REPORT PREPARED BY ERNIE GILL

CARL PERKINS FUNDING CATEGORY: **IIB, Program Improvement**
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM AREA/PROJECT TITLE: Agriculture

PROGRAM PROFILE:

Number of Programs: 122
Approximate number of students: 5,146
Approximate number of teachers: 160

OVERVIEW/NARRATIVE: Agriculture Education is a program area of the Educational Services division that manages vocational instruction programs statewide in Colorado. Agriculture Education consists of five major levels of instruction. There are 83 secondary vocational agriculture programs varying in a broad range of instructional content. These programs are designed to meet the needs of the local community and become very diverse depending on geographical location. There are 39 postsecondary programs offering certificate and AAS degrees for those students desiring more job specific training. In adult education there are 11 Farm and Ranch Business Management Programs and 33 Young Farmer Programs. These programs are designed to meet the needs of adults established in an agriculture business. The final level of instruction is with corrections and there are currently three programs in operation.

Primary initiatives undertaken in 1990-91 included FRM instructors training in specialty areas, teachers training teachers, skill upgrading, program visits and technical visits, updating of instructional resource material, program development and accountability, and agriculture education program expansion.

One FRM instructor was trained in the area of Holistic Range Management. This resulted in a seminar to train other instructors in this area. One student is serving as national president of the Young Farmers Education Association and one instructor is serving as secretary of the National Farm and Ranch Business Education Association. Inservices provided for all instructors included Ground Water Resource Management, Leasing Equipment Alternatives, Proper Use of Drugs in Livestock, Superflorists, DTN in the classroom, Landscape Sprinkler Installation, and utilization of six new source units as resource materials.

Throughout the year 14 programs were visited to provide technical assistance. These visits are very important to provide consistency and share instructional resources.

The Colorado Corrections System received assistance from Agriculture Education Program Manager in the areas of design, development, and implementation. This resulted in two new programs being initiated.

FY91 PERFORMANCE REPORT PREPARED BY ERNIE GILL

CARL PERKINS FUNDING CATEGORY: IIB, Program Improvement

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM PROFILE:

Target population: Adult Farm/Ranch Clients and Instructors
Number of Students/Instructors served: 826/59
Participating School(s), Community-Based Organizations; other entries: 12 Community/Junior Colleges/AVS program instructors, Young Farmers, and FRM students throughout the state.
Location: Lamar, La Junta, Pueblo, Trinidad, Alamosa, Cortez, Delta, Rangely, Greeley, Grand Junction, Fort Morgan, and Sterling.

PROJECT DESCRIPTION:

Through the needs identified by Farmers and Ranchers, FRM instructors, and the Program Manager for Agriculture Education, the instructors received inservice training to upgrade skills in program development, curriculum content, structure, and management. They also received training in computerized accounting, decision aids, market planning information, labor laws/workman's compensation, and financial data analysis. First and second year curriculum was developed by two of the instructors and in-service workshops were conducted for all other full-time and part-time instructors. Program structure, delivery methodology, and curriculum content was made more consistent throughout the state.

SIGNIFICANT ACHIEVEMENTS:

This initiative provided training and upgrading of skills for FRM instructors and for program improvement statewide. The major achievements are as follows:

- Consistent, statewide credit hours and contact hour structure were implemented throughout all programs.
- First and second year curriculum was developed and implemented throughout the state.
- Third year curriculum was in the final stages of development
- Training in multiple computerized accounting packages was provided.
- Competency based teacher tests were developed and validated for credentialing purposes.

- Technical skill upgrading in computerized accounting, data interpretation, financial analysis and decision aids

- Program management skills in development, structure, delivery, and accountability

IMPACT: The impact on students, instructors and the agriculture community cannot be easily measured in a short period of time due to the large number of uncontrollable variables associated with the agriculture and long cycles of production agriculture. However, enrollment continues to increase and the demand for new and part-time instructors is also increasing. This is indicative of the quality of instruction delivered and the needs of the agriculture industry. This project allows instructors to upgrade skills and to instruct students in up-to-date technology to keep pace with the rapidly changing industry of agriculture. The most dramatic impact on the programs was the development of a three-year curriculum guide. This will not only be of benefit to the veteran teachers but of great benefit to the new and part-time instructors.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM PROFILE: Business Education

Target Population: 13,500 secondary
9,000 postsecondary

Participating Institutions: 157 secondary schools
23 postsecondary schools

FOCUS OF PROGRAM AREA

The program manager of business education is responsible to provide leadership, expertise, and coordination that promotes excellence in vocational business education programs in secondary schools, area vocational schools, and community colleges in Colorado. The program manager for business education is a member of the instructional services team who participates with other team members on technical assistance visits and coordinates with team members on many day-to-day issues. The following are functional roles of the program manager: liaison, educator/public relations, approval, planning, funding, monitoring/follow-up, grievances, record keeping, and compliance.

SIGNIFICANT ACHIEVEMENTS:

To continue the promotional video program, scripts and a Postsecondary program were developed to complete filming in October 1991.

Elementary Keyboarding seminars will be provided by the professional development centers.

Articulation agreements between the secondary and Colorado community college business programs have been instituted.

IMPACT: The business education promotional video has been circulated to each secondary school for duplication because of the quality and acceptance. Additional videos will be developed to be used by postsecondary institutions and counselors.

APPENDIX: (refer to appendix for FY91 Business Education activities).

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement,**
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: 2.5

PROGRAM AREA/PROJECT TITLE: **Economic Development**

OVERVIEW/NARRATIVE: For the past three years, economic development has been the watchword in Colorado. The major priorities of the state's top policy- and decision-makers have centered on how to position Colorado as a competitive player nationally and internationally. Workforce quality is one of the critical elements of the state's economic development initiatives. At the most basic level, people are what makes the Colorado economy "tick."

The System conducts training programs as a key partner with the other human resource development agencies in the state through the Colorado Training Network. The Training Network is a partnership of the System, the Colorado FIRST customized training program, the Governor's Office of Economic Development, the Department of Local Affairs, the Governor's Job Training Office, the Department of Labor and Employment, the Office of Rural Job Training, and local Private Industry Councils.

The Colorado Training Network has a simple and straight-forward purpose: to cooperate in the packaging of state supported training programs, and to use these packages as incentives to encourage businesses and industries to locate or expand their operations in Colorado. With expressed objectives of cooperation and elimination of bureaucratic turf battles, the Training Network has enhanced Colorado's competitiveness in the economic development arena.

Another recent System initiative is the Small Business Development Center Network. In a cooperative effort the System, the Governor's Office of Economic Development, and the U.S. Small Business Administration, have established Small Business Development Centers (SBDC) at fourteen community colleges and area vocational schools throughout Colorado.

The Small Business Development Network provides assistance to business owners, managers, and people interested in starting their own business. The Network offers free counseling tailored to the needs of individual businesses in the areas of business plan preparation, marketing and sales, legal issues, and personnel and human resource issues. The Network's goals are to increase the number of successful small businesses in Colorado, and in turn, create additional jobs.

A number of the colleges take unique approaches to the SBDC located on their campuses. Front Range Community College's SBDC complements the college's existing focus on international trade. Its Small Business and International Development Center combines the needs of its service area's small businesses with the area's growing emphasis on international trade. The Business and Innovation Center at Red Rocks Community College provides the facilities and working environment required by inventors and entrepreneurs ready to initiate a new business venture.

In addition to the SBDC, rural colleges such as Lamar Community College and Morgan Community College provide technical assistance to small farmers and ranchers through their Farm/Ranch Management programs. Lamar's program serves approximately 75 farms in four counties, and works closely with local banks and lending institutions in assisting farmers and ranchers to become better businessmen. Morgan Community College has the state's largest Farm/Ranch Management Program, serving approximately 150 farms and ranches with plans to expand its program in the near future.

Like much of the rest of the nation, Colorado is in the midst of a structural economic shift that will have significant implications for its workforce. As a result of this change we are likely to experience large skill gaps between the needs of employers and the needs of workers. The System's challenge is to be an effective force in mitigating the negative impacts inherent in such a radical change. To begin to fill the gaps and to better understand both workers' and employers' needs, Jobs for Colorado's Future is examining the issues that affect the quality and competitiveness of the state's workforce. By forging new partnerships among the private sector, education and training systems, and government, JCF is preparing Coloradans for the jobs of the future. The System is a critical partner in this effort; and in fact, many of its current activities serve as models for JCF to replicate.

The critical nature of JCF's mission is predicated on the belief that the quality and flexibility of the workforce is an increasingly important factor in Colorado's economic competitiveness. Moreover, the driving issue of workforce quality centers on the adequacy of our education and training systems--our learning systems--to respond to the needs of workers and employers.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement,**
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM PROFILE: Marketing

Introduction

Members of the subteam IV of the North Central Association Visiting Team observed classroom instruction, examined course material, and interviewed students and teachers in the Business and Marketing Department.

The department members did an excellent job in responding to their philosophy regarding the three strands which were to be reviewed by the NCA team. The faculty is highly motivated and provides an atmosphere for each of the students to enhance their respective self-esteem.

I. Affective Education, Ethical Behavior, and Social Skills

Strengths department identified with which NCA team agrees:

*Offering positive feedback to students.

*Ethical behavior and standards are interwoven within the curriculum.

*There is high respect generated among and between the staff and students.

Strengths observed by NCA team:

*The curriculum is student outcome based and does an excellent job of dealing with diversity, ethics, affective education, and social skills. The teachers enhance the process.

Concerns department identified with which NCA team agrees:

*Improve the communications between students of differing cultural backgrounds

*Strengthen the curricula areas of ethics and social awareness.

Concerns observed by NCA team:

*Enhance the curriculum by presenting real life and authentic problems, centered around international business.

*Be more cognizant of the trends and issues of marketing and business education

Responses to goals and challenges offered by NCA team:

*Continue to develop all of the curriculum so that it is competency based for all classes.

*Consider the use of the student portfolio to be used in articulation with business and industry and higher education.

II. Thinking Skills, Decision Making, and Problem Solving

Strengths department identified with which NCA team agrees:

*Classroom assignments and activities provide for a strong basis to strengthen students' thinking, decision making and problem solving skills.

Strengths observed by NCA team:
*Staff's ability to present simulated or real life situations to reinforce the students' thinking, decision making, and problem solving skills.

Concerns department identified with which NCA team agrees:
*Critical thinking skills are not taught and practiced to the extent they should be.
*Students should be aware that critical thinking is part of their grade.

Concerns observed by NCA team:
*Need for inservice assistance with strategies or activities that can assist staff in teaching critical thinking.

Responses to goals and challenges offered by NCA team:
*Seek assistance from other departments within the school on teaching critical thinking.
*Use the department advisory committees to identify components of critical thinking and methods of teaching or reinforcing the skill.

III. Reading

Strengths department identified with which NCA team agrees:
*A variety of methods of instruction is used by the department.

Strengths observed by the NCA team:
*The department uses authentic reading activities.

Concerns department identified with which NCA teams agree:
*Students do not read unless they are required.
*Instructors are not proficient in determining students' reading needs.

Concerns observed by NCA team:
*Instructors do not make use of the resources made available by the English department reading specialist.

Responses to goals and challenges offered by NCA team:
*Seek interdisciplinary help with development of student literacy skills (reading, oral, and written).

OTHER CHALLENGES:

*Communicate with other departments within the school, your program design, and student outcome based curriculum.

*Design a system in which to celebrate your achievements and honors.

*Think of budgetary constraints as opportunities.

*Design a position for a computer technician for the school.

*Develop a method for communications between departments.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM PROFILE: Health Occupations Education

Target Population:	Number of students, secondary 498; postsecondary 3,564. Thirty-three full-time and six part-time secondary instructors and 164 full-time and 223 part-time post-secondary instructors were served. Fifty-three secondary and post-secondary administrators were given service.

Participating School(s); Community-Based Organizations; other entities: Thirty-two secondary programs and 98 post-secondary programs had approved HOE programs. For specific initiatives, health care public and private agencies were involved.

Focus of Program Area:

A. Major objectives in vocational education for the HOE program areas:

- Promote articulation horizontally and vertically from secondary to postsecondary to four-year schools.
- Continue to promote the development of innovative strategies including the use of telecommunications to increase the number of practical and associate degree nursing graduates throughout the state.
- Maintain linkages with health care agencies and organizations.
- Provide professional development opportunities for HOE teachers.

B. The HOE Program Manager's role in strengthening vocational education and coordinating with other program areas:

- Ran a booth at the KCNC Education EXPO to promote dental assisting programs.
- Participated in the "Technology In the Marketplace" workshop sponsored by the Career Counseling Program area and arranged for a Medical Laboratory Technicians workshop presentation by Arapahoe Community College.
- Served as member of the CCCOES sponsored Integration Task Force.
- Served as a member of the CCCOES Cultural Diversity Activities Planning Committee.
- Taught preventive dental care to Jefferson High School's mentally handicapped students on "In Touch Day."

- Served on Tech Prep Centers of Excellence RFP Review Committee

- Coordinated with Home Economics, Special Needs, Trades and Industry and Technical Education program areas in sponsoring teacher workshops at the Vocational Educators' Leadership Conference for the Summer of 1992.

- Participated as a member of the Colorado Alliance of Business Health Care/Education Partnership Task Force

C. Description of Activities:

- Outcome based curriculum was developed for the Veterinary Aide and Physical Therapy Aide spin-offs to the Health Occupations Cluster Core Curriculum.

- A statewide task list verification process was completed for Dental Assisting.

- Articulation for Practical, Associate Degree and Bachelor Degree nursing has been implemented statewide.

- Served as chair of the Colorado Council of Nursing Education Refresher Course Committee.

- Served as a member of the Colorado Nursing Task Force Advisory Board.

- As site evaluator for the Colorado Department of Education's Partnership Assistance Review Team, evaluated two middle schools and two elementary schools in Pueblo District 60.

- Organized the HOE Ethnic Diversity Task Force.

- Provided technical assistance to HOSA

- Maintained communication with state HOE programs through the publication of the HOE Newsletter.

- Provided technical assistance to HOE programs by way of eleven (11) on-site visits.

- As South Central Colorado Field Operations representative participated in the local application review process, and provided extensive technical assistance to the local districts and community colleges to assist them in meeting the required revisions for approval.

- Held a workshop at Pueblo Community College to foster the expansion of the Trinidad State Jr. College audio computer graphics plus one associate degree nursing program.

- Monitored, reviewed nd approved new and ongoing HOE programs for program approval (PAII).

- Monitored and reviewed program evaluations.

- The HOE State Technical Committee met twice during the year.

- The Health Training Survey (1989) results were published in the HOE Newsletter with suggested activities to implement the recommendations.

Significant Achievements:

- Trinidad State Jr. College graduated three students from their Plus One Associate Degree Nursing Program which was piloted through audio computer graphics to rural San Luis Valley. This program is delivered simultaneously at both sites for maximum utilization of teaching staff.

- The Community College of Denver and West High School collaborated to offer prerequisite courses for vocational health occupations education to help minority students persist in school. Nineteen senior students at West High were selected for the project.

IMPACT:

The plus one ADN program graduates have passed their state nursing exams and are working as RN's. The program will continue in Fall, 1991 with approximately six more students. Due to the success of this pilot program, an outreach at the Delta-Montrose Area Vocational School in northwestern Colorado is being explored.

The Community College of Denver/West High School project resulted in 73 percent of the students completing 13 credits of college courses during the Spring 1991 semester. Fifty two percent continued at CCD in the Summer of 1991 and entered the post-secondary Nursing, Surgical Technology and Early Childhood Education programs. Twenty one percent accepted scholarships to four-year colleges.

CARL PERKINS FUNDING CATEGORY: **IIB, Program Improvement,**
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: 4.3

PROGRAM PROFILE: Technical, Trades and Industrial

Number of programs: 606
Approximate number of students: 20,000
Approximate number of teachers: 1,000

Technical, Trades and Industrial (TT&I) is a program area of the educational services division which manages vocational instruction programs statewide in Colorado. TT&I represents 75 different program specialization areas ranging from auto mechanics and cosmetology to electronics and welding.

FOCUS OF PROGRAM AREA

Articulation and curriculum development activities have been undertaken to broadly cluster families of occupations throughout TT&I. Leadership for statewide professional development and accountability standards for vocational programs generally are the role of the TT&I Program Manager.

SIGNIFICANT ACHIEVEMENTS:

- Industry based curriculum standards for Auto Mechanics, Welding, Machining, and Appliance Repair programs, secondary to postsecondary articulation statewide.
- Tech Prep program development and federal project administration/ cordiantion..
- Establishment of performance standards of vocational programs via specific measurable outcomes.

IMPACT: The curriculum development project serves to update program content across the state and facilitate defined competencies from the secondary to postsecondary instructional level.

Program accountability standards have served to measure specific instructional program performance which will facilitate improved performance and identify areas where technical assistance is needed.

CARL PERKINS FUNDING CATEGORY: **Title IIA - Adult Retraining and**
Title IIB - Program Improvement,
Exemplary Programs

STATE PLAN GOAL/OBJECTIVE: **5.8**

PROGRAM AREA/PROJECT TITLE: **JTPA/Vocational Education Coordination Initiatives**

OVERVIEW/NARRATIVE:

A. As JTPA Specialist for CCCOES I administered two contracts with the Governor's Job Training Office (GJTO) (state administrative agency for JTPA) and two contracts with the Office of Rural Job Training (rural SDA). Responsibilities have included program planning and development, writing and distributing requests for proposals (RFPs), coordinating the RFP review committees, negotiating contracts, monitoring projects, tracking participants and expenditures, and evaluating and reporting funded projects. I also facilitate coordination between eligible recipients and JTPA service providers, provide technical assistance to local educational agencies on JTPA related issues/topics and negotiate new initiatives with JTPA service providers.

B. The goals and objectives for 1989-90 were centered around increasing the coordination between local community colleges, area vocational schools, and the JTPA Service Delivery Areas. We continue to promote the use of existing public educational programs for training JTPA clients and modifying our delivery systems to give greater access to the JTPA populations. A considerable amount of coordination is now taking place between the eligible recipients and the local departments of social services in anticipation of implementing the new JOBS legislation. Also the GJTO has contributed to the operation of the Small Business Development Centers at many community colleges.

C. The first major accomplishment was the selection of seven model interagency JOBS (Job Opportunities and Basic Skills) programs to be implemented cooperatively in local communities by departments of social services, JTPA Service Delivery Areas and local education agencies. Three state agencies (including CCCOES with a contribution of $150,000) jointly released a request for concept papers and selected seven communities to receive over $600,000 for their locally defined initiatives. All seven communities have established processes that will foster coordination and lead to more JOBS clients receiving quality basic academic and occupational skills training. The effort began in FY'90 and will continue through FY'91. (see attachment)

A second major accomplishment is the continued success of the joint JTPA/CPVEA initiative titled 'Adult Remediation and Occupational Skill Training Program.' Under this initiative, CCCOES and GJTO allocate funds for a RFP that targets JTPA Title II eligible adults. The program funds basic skills development and occupational training projects proposed by local educational agencies, community-based organizations and JTPA Service Delivery Agencies.

Twelve projects began in FY'90 and will continue through FY'91. Six of the projects are run by community colleges, five by CBO's and one by a school district. Two of the projects are training JTPA Title IIA eligible individuals in fast-track correctional officer programs. The colleges have modified the delivery of the programs to increase access and address the remedial basic skills needs of some clients. The programs have integrated in a strong pre-employment skills and approximately 40 people are nearing completion of their training. Two other projects have established community based basic skills training programs and two projects are training nurse aides/home health aides for rural Colorado communities.

CARL PERKINS FUNDING CATEGORY: **Title IIB, Program Improvement**

STATE PLAN GOAL/OBJECTIVE: **4.3 and 3.5**

PROGRAM AREA/PROJECT TITLE: **Personnel Development**

OVERVIEW/NARRATIVE: The following personnel activities were granted to Colorado State University to facilitate vocational credentialing services, vocational testing services, and to foster professional development of vocational educators.

CREDENTIALING SERVICES

The Vocational Credentialing/Testing Services Office serves Vocational Educators/Administrators/Specialists throughout Colorado.

The Vocational Credentialing Office maintains all master files for individuals applying for Colorado Vocational Credentials to be used for instructional/ administrative purposes in vocationally reimbursed programs at the secondary and postsecondary levels. All individuals must meet the minimum qualifications for initial credentialing as set forth in the standards promulgated by the State Board for Community Colleges and Occupational Education as well as completion of all renewal requirements of one (1), three (3), or five (5) years credentials.

The office operates in conjunction with Colorado State University, School of Occupational and Educational Studies, under the direction of the Colorado Community College and Occupational Education System. This involves coordination with pre-service education for individuals completing teacher certification methodology course work. It also requires coordination of in-service education with individuals, local school districts/institutions, administrators, professional growth committees, and professional development centers for activities to be used for renewal of vocational credentials.

The Credential Office maintains a direct working relationship with the Colorado Department of Education for interpreting the current rules and regulations for secondary teaching certificates and those for vocational credentials. During this fiscal year, the Credentialing Officer has been appointed and actively serving on the task force for reviewing the Colorado Department of Education rules and regulations for Teacher Certification. The current rules and regulations will be revised and submitted to the State Board of Education.

During fiscal year 1990-91, the credentialing office processed 5,324 credential files. Of those, 2,395 were new files and 2,929 were renewal of existing files.

The office also coordinates the Vocational Basic Skills Examinations with the 20 approved Testing Centers and the Colorado Department of Education. There were 109 Basic Vocational Skills Examinations administered. The second aspect of the testing services is the development and administration of the required occupational competency examinations. During this fiscal year, exams have been administered throughout the state in the fall and again in the spring as well as at the CSU Credentialing Office throughout the year. There were 185 Occupational Competency Examinations administered this year. In addition, Occupational Competency Exams were revised and developed/in process in 7 areas with 2 forms of each (see next page). The new educator licensure bill passed this spring will further be developed by the State Board of Education for their new rules and regulations.

The upgraded computer system has been initiated in the Credentialing Office, which has facilitated issuance of all public vocational credentials as well as updating the CCCOES files.

ITINERANT TEACHER TRAINING PROGRAM

Need for the Project

There are new vocational education teacher without an education degree. This program makes it possible for state-of-the-art instructors to be in our classroom teaching very effectively while not having a teacher education degree.

Program Objectives

To cut down the number of "new" teachers that quit in their first year of teaching or at the end of this first year because they become "lost" in the system.

To visit each new teacher a minimum of once during the school year.

Plan, develop, and conduct mentoring workshops.

Program Methods/Activities

Plan, organize, and conduct at least five VE-270 courses around this state.

Meet with each new teacher at the new teacher's school.

Provide inservice assistance when identified by CCCOES and local administrators.

Program Outcomes and Results

Conducted five VE-270 classes statewide.

Contacted each new teacher once for over 100 teachers.

Implemented the new mentoring workshop.

Assisted with the teachers' plan for professional growth.

Conducted 5 local district inservices, attended 10 technical committee meetings and made 4 technical assistance visits.

Redesigned new state induction teaching modules.

The itinerant teacher education program has a significant impact on the professional preparation of new teachers and has been well received by the participants as a most valuable step in their teaching career.

TRAIN THE TRAINERS PROJECT

NEED FOR THE PROJECT

Six trainers were selected to work with teachers, counselors and local education agencies to provide technical assistance, workshops, on-site evaluation of programs, and classes concerning serving disadvantaged and handicapped students in vocational education.

PROGRAM OBJECTIVES

To improve the quality of vocational education for special needs students. To expand services to districts and community colleges and serving special needs students.

To evaluate the effectiveness of current programs (Supplemental Services, ACE and AVEP-H), according to the Carl Perkins Vocational Education Act.

To provide technical assistance quickly and of high quality, so as to assure that special populations are served in vocational education.

Evaluate the effectiveness of programs (Supplemental Services, ACE, and AVEP-H).

PROGRAM METHODS/ACTIVITIES

Provide technical assistance to LEA's upon request. It seems that the most request for technical assistance were in the area of ACE programs. The standards for ACE programs were just passed this year and will go into effect July 1, 1990. A number of customized courses were created as a result of technical assistance and/or workshop requests. These courses were based on needs in the field such as: 1) cooperative techniques for high-risk youth (ACE programs); 2) curriculum; 3) learning styles; 4) learning disabilities at the postsecondary level. Those are just examples of some workshops/classes offered that were designed for individual school districts and/or community colleges.

Offer special needs credentialing courses as requested and as needed to meet credentialing needs of teachers.

Conduct on-site evaluations of Supplement Service Programs, Special Co-Op, and AVEP-H Programs in conjunction with the Colorado Department of Education.

PROGRAM OUTCOMES/RESULTS

Outcomes: 1) increased knowledge and awareness of special needs populations; 2) responsive to local needs in a timely manner; 3) development of expertise and specialization to work with local educators; 4) better utilization of local resource talent.

Improved communication and networking with local education agencies.

Greater accountability of services delivered to special populations.

Greater cooperation and coordination with other agencies and school districts.

VOCATIONAL ADMINISTRATION AND SUPERVISION

NEED FOR THE PROJECT

To develop professional development activities to improve Colorado's Vocational Leadership pool for the future and to improve the administrative skill of leaders responsible for occupation education in community colleges and area schools, local vocational directors and other administrative personnel.

PROGRAM OBJECTIVES

To improve the efficiency and effectiveness of vocational administrators and leaders.

To expand the pool of experienced potential leaders for Colorado's occupational program.

PROGRAM METHODS/ACTIVITIES

In-service training was conducted throughout Colorado on the New Perkins 1990 mandates with a primary focus to raise the level of awareness for the integration of academic and vocational education requirement.

PROGRAM OUTCOMES/RESULTS

There were five regional workshops presented statewide by Colorado State University staff. The inservice to local education agencies included a discussion of workforce needs, methods, strategies and models of integration. Examples on how integration may work in their sites was discussed.

The inservices were attended by not less than your hundred participants.

CARL PERKINS FUNDING CATEGORY: IIB (CP), IIA (SP/H CP)

STATE PLAN GOAL/OBJECTIVE: 3.4 Improve System quality through applied research

PROGRAM AREA: Research and Planning

PROGRAM YEAR 1991 APPLIED RESEARCH ACTIVITIES

Extramural Research

During PY90 extramural vocational-technical education research was funded in three ways:

1. Request for Proposals (RFP) process;
2. Faculty Initiated Research grants through an agreement with Colorado State University; and
3. Doctoral Dissertation Research grants.

Three projects funded and completed under the RFP process were:

Choy, Susan P., Brown, Cynthia L., and Henke, Robin R., Evaluation of the Colorado education for self-sufficiency demonstration program. MPR Associates, Inc., Berkeley, CA., 1991.

Keller, Louise J., Colorado community college survey -- faculty retirement and retention. ICERT, Inc., Estes Park, Co., 1991.

Keller, Louise J., Strengthening education services for older adults attending Colorado's community colleges and area vocational-technical schools. ICERT, Inc., Estes Park, Co., 1991.

Faculty initiated research studies include:

Anderson, B. Harold, Status of vocational teacher education institutions in relationship to recent changes in vocational education. Colorado State University, 1991.

Daly, Joseph, Analysis of the academic preparation of vocational teachers in Colorado. Colorado State University, 1991.

Feller, Rich, The academic background of vocational guidance and job development specialists in Colorado. Colorado State University, in progress.

Wallace, Harold R., Teaching higher order thinking: A review and synthesis of the literature. Colorado State University, in progress.

Whaley, David C., and Keefer, Ben, Contemporary issues in agricultural education: A study to determine future directions for Colorado's vocational agriculture programs. Colorado State University, in progress.

Vocational-technical doctoral dissertations include:

Benson, Susan E., *The role of Colorado postsecondary institutions in economic development*. Colorado State University, in progress.

Carter, Maggie, *Teacher leaders: How they provide support for other teachers and how that support is perceived*. Colorado State University, in progress.

Christensen, Kip W., *Factors which correlate with research productivity of industrial education faculty*. Colorado State University, Fall 1991.

House, M. Donna, *Factors that relate to job satisfaction among nurse assistants in long-term care facilities*. Colorado State University, Fall 1990.

Jones, Christine S., *Telecourse mediated site-based staff development among general and vocational educators*. Colorado State University, in progress.

Newblom, Judith Fernandez, *Perceptions of change between male and female vocational education administrators in Colorado*. Colorado State University, Fall 1991.

All of the funded extramural research shares the common characteristic of being action oriented, design to inform vocational policy and practice.

CARL PERKINS VOCATIONAL EDUCATION ACT

FY 91 FUNDING CATEGORIES

TITLE III, PART A

Vocational Education Support by Community Based Organizations

Community Based Organizations

CARL PERKINS FUNDING CATEGORY: **IIIA, Community-Based Organizations**

STATE PLAN GOAL/OBJECTIVE: 5.5

PROGRAM PROFILE:

Target population: 318 students served
Participating Community-Based Organizations:

1. Boulder Technical Education Center/Developmental Disabilities Center
   --Vocational and Community-based Training

2. Mesa County Partners
   Career Internships/Juvenile Restitution

3. Mi Casa Resource Center
   Project Take-Off

4. Northeast Women's Center
   "Computerized GED/Literacy Program" (Beginning Typing and Word Processing)
5. Denver Center for Independent Living
   Home Based Career Self Assessment

6. Minority Arts and Education Foundation
   Project Seven

7. Platte River Industries
   "Career Development Program"

8. Shorter AME (Learning Resource Center)
   Minority Capacity Development Initiative

9. Whitsett and Associates
   Colorado Action Institute

FOCUS OF PROGRAM AREA

Colorado's major objective is to provide assistance to local community-based organizations and local educational agencies who through collaboration and coordination are providing services to disadvantaged and handicapped youth. These services include and are not limited to:

1. Support projects to access vocational education programs.
2. Assessment, counseling, and transitional services.
3. Outreach activities.
4. Retention and retrieval.
5. Career guidance, education, counseling, and placement.
6. Self-sufficiency initiatives.

A second objective this fiscal year was promote and strengthen the partnership of state agencies, community-based organizations, business/industry, and other educational entities by organizing a "consortium" of leaders. The goal of this consortium is to develop and examine the essential roles that each institution contributes to the education and development of at-risk youth. Once these roles have been examined and defined, the next steps are: to strengthen the capacity of these organizations; to influence policy and recommend criteria for community planning and dissemination of funds in the State of Colorado; to support existing leadership development projects and educational institutions by developing a team to assist in training persons who work with students; to create a "clearinghouse" to provide resources and linkages to support and connect business, education, government, and community-based organizations; and to collect data to develop a "how to manual" to assist services providers and educators.

An expected outcome will be an increased awareness of the importance and effectiveness of teamwork as we serve the "whole person" and facilitates his/her entrance into educational training and the workforce.

The third objective was to continue to provide professionals in community-based settings a wide range of training and technical assistance. Workshops on vocational and career assessment; evaluation; career development competencies; entrepreneurship were key professional development activities. competencies;

SIGNIFICANT ACHIEVEMENTS:

- Development of an interagency "consortium."
- Membership includes: Colorado Department of Education; Colorado Department of Labor; Major Office of Employment and Training; Colorado Alliance of Business; Denver Opportunity Program; Urban League; Governor's Job Training Office (JTPA); Rocky Mountain SER; Northeast Women's Center; Mayor's Commission on Youth; Mi Casa Resource Center; and Community College of Denver.

IMPACT:

- Increased interest in the capacity and accomplishments of CBO's by other governmental agencies.
- Professionals working in CBO's are becoming more skilled in utilizing assessment instruments and evaluating program outcomes.
- This state agency, as well as others are now more cognizant of the needs and obstacles confronting CBO's. Thus a more holistic approach to the delivery of services.

APPENDIX: (refer to appendix for a representative sample of a CBO and the success so try: Boulder Valley Area Vocational Technical Center, "Personalized Vocational and Community Based Training."

CARL PERKINS VOCATIONAL EDUCATION ACT

FY91 FUNDING CATEGORIES

Consumer and Homemaker Education

TITLE III, PART B

Consumer and Homemaker Education Grants

Depressed

Non-Depressed

CARL PERKINS FUNDING CATEGORY: **Title III, Part B, Consumer and Homemaking**

STATE PLAN GOAL/OBJECTIVE: **3.6 and 5.9**

PROGRAM PROFILE: **Number of programs: 265**
Total number of students: 19,542
Number of instructors: 400

Home Economics Education includes programs of Consumer and Homemaking and Teen Parent; Home Economics Wage Earning; Early Childhood Education; Food Service, Management, and Production; Custodial Services; and Adult Consumer and Homemaking.

Under Title IIIB (3.6 nondepressed areas) 453 persons were served. Under Title IIIB (5.9 depressed areas) 6,545 were served with 6,052 being postsecondary and 493 being secondary.

FOCUS OF PROGRAM AREA

a. Vocational Home Economics education programs prepare youth and adults, males and females, disadvantaged, and handicapped for paid employment (occupational home economics) and for the occupation of homemaking (an unpaid occupation). In Colorado the occupation of homemaking is defined as preparing students for the dual role of family member and wage earner. Programs are authorized under Title III, Part B, Consumer and Homemaking Education, of the Carl D. Perkins Vocational Technical Education Act.

Statewide objectives for FY90-91 included:

- **Providing services to improve quality of Vocational Home Economics Education in Colorado through technical assistance and teacher training inservices.**
- **Marketing Vocational Home Economics Education**
- **Increased business and industry linkages for Vocational Home Economics Education**
- **Serving as a resource to external committees and task forces to promote vocational home economics education or goals common to vocational home economics education**
- **Promotion of professional development and associations**
- **Providing current updated curriculum and resource material access**

b. **During FY90-91, the statewide objectives were accomplished through visits to consumer and homemaking programs in secondary and postsecondary schools to provide technical assistance; providing professional development opportunities for instructors; linkages with business and industry; state technical advisory committee meetings; representation on state task forces including resource and referral and** teen parent initiatives; curriculum articulation initiatives; coordination of grants and marketing of home economics throughout the state. A new initiative to develop and/or expand child care services at community colleges was started.

c. Secondary focus continued to be the updating of curriculum. A task force of 24 teachers from across the state made final recommendations on an updated curriculum and learning activities were developed to accompany the updated outline. A 1400 page curriculum was completed addressing Life Management and Relationships; part of the CORE of Consumer and Homemaking programs. Postsecondary implemented child care and custodial services task listings meeting industry specifications.

   A continued statewide initiative was the shadow program. This program allowed teachers to do a one- to three-day visit of their choice to another program. The variety of programs visited ranged from the new CORE and Food Science to schools who had adopted Personal Resource Development into their program for middle schools. Home Economics as related to school restructuring and integration was also a shadow request.

SIGNIFICANT ACHIEVEMENTS AND IMPACT:

The following activities helped to meet both federal and state objectives in Vocational Consumer and Homemaking Education. The impact these programs had to students, schools, teachers, administrators and communities is evident from the number of people served and/or reached.

Professional Development Activities

- Vocational Educators' Leadership Conference
  - 125 teachers participated

- Shadow Program
  - 73 teachers experienced this program.

- Personal Resource Development Workshops
  - 6 workshops were presented with over 59 participants involved in 30 hours of training

- The Networker
  - Two newsletters were produced with over 800 mailed for each publication
  - A directory was updated for all home economics teachers in Colorado to promote networking.

- Teacher Inservices
  - 10 inservices were held throughout the state for Vocational Consumer and Homemaking teachers with over 300 participants.
  - 20 adult consumer and homemaking teachers attended a one-day inservice
  - 40 wage earning instructors attended a four hour workshop.

- Exemplary Programs
  - 3 programs were chosen by State technical members for Exemplary status.

- Curriculum Development
  - Finalization of the newly revised CORE curriculum for Consumer and Homemaking. Teachers were initially introduced to process skills and lesson implementation techniques at the 10 inservices.

Federal Grants

3.6 Work and Family Institute, Emily Griffith Opportunity School
- 357 served

Teen Age Parenting Program, Pueblo School District 60
- 20 served

Technological Advances in Vocational Home Economics, Briggsdale School District
- 36 served

Teen Parenting Program, Chatfield Senior High School
- 10 served

Teen Parent Support Program, Grand Junction High School
- 30 served

5.9 Effectiveness Sequence, Front Range Community College
- 42 served

Options and Opportunities for Adult Consumers, Colorado Northwestern Community College
- 169 served

Adult Consumer Home Economics, San Luis Valley Area Vocational School
- 170 served

Home Economics Program to Serve Denver's Economically Disadvantaged - Parenting for Special Populations, Emily Griffith Opportunity School
- 813 served

Consumer and Homemaking/Parenting Program, Trinidad State Jr. College
- 3,105 served

Family Life Skills, Otero Junior College
- 53 served

3.6 PIPE - Partners in Parenting Education, Brighton and Aurora Public Schools
A manual was developed to be used by the parenting educator and the child care staff in working with teen parents in a child care lab facility. The theory of instruction in the classroom is put into practice in the lab. The PIPE is in the pilot stage with 13 schools participating for the 1991-92 school year. A unique aspect of the project is that it is a joint-coordinated effort shared by 2 school districts.

5.9 Classes were offered in parenting education, independent and living for disadvantaged adults. Linkages were excellent with Development Disabilities, YWCA, Family Crisis, Youth Services, Head Start and others. 2,193 disadvantaged adults were served.

APPENDIX: (refer to Consumer Homemaking Section in the appendix).

APPENDIX

SECTION I

BASIC STATE GRANT

TITLE II, PART A

ALTERNATIVE COOPERATIVE EDUCATION

SPECIFIC PROGRAM CRITERIA

General Description

The goal of the Alternative Cooperative Education Program is to enhance the educational opportunities for special needs youth, to maximize their abilities to live independently, and to reduce their risk of dropping out.

The Alternative Cooperative Education (ACE) Program is designed to facilitate employment related skills for secondary special populations (Handicapped and Disadvantaged). The program includes employment related instruction, vocational assessment, career and transition counseling and planning. This program is designed to be flexible to meet the individual needs of students and school systems. This program is open to senior high school students in the 9-12th grades who are handicapped or disadvantaged, dropouts or potential dropouts. Postsecondary students are also eligible for enrollment.

Alternative Cooperative Education Programs are approved vocational programs for individuals who are handicapped or disadvantaged as defined in the Carl Perkins Vocational Education Act of 1984, Section 521:

Handicapped - "Individuals who are mentally retarded, hearing impaired, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance."

Disadvantaged - "Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families as defined by the Carl Perkins Vocational Education Act and referenced in the Job Training and Partnership Act (JTPA), migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies may be considered 'academically disadvantaged.' The definition does not include individuals with learning disabilities."

Even if an individual does not meet one of these definitions, but is determined by school district personnel to be at risk of dropping out, that individual is eligible for an Alternative Cooperative Education Program. All handicapped and disadvantaged high school students who need, want, and can benefit from the instruction can be enrolled in the program.

Factor #1 - Legal Compliance

1. The Carl D. Perkins Vocational Education Act of 1984 requires that each handicapped and disadvantaged student enrolled in vocational education shall receive:

   A. Assessment of interests, abilities, and special needs with respect to completing successfully the vocational education program.

   B. Guidance, counseling and career development activities will be conducted by trained counselors who are familiar with providing special services to special needs students.

   C. Special services, including adaptation of curriculum, instruction, equipment, evaluation, and facilities will be designed to meet individual needs.

   D. Counseling services will be designed to facilitate the transition from school to post-school employment and career opportunities.

2. Career/vocational needs, goals, objectives, and activities will be addressed by a written document serving as a Training Plan; i.e., Individualized Education Program (IEP), Training Plan, or Transition Plan.

3. Special needs students and their parents will be notified of the availability and eligibility requirements for the Alternative Cooperative Education Program prior to the students beginning 9th grade.

4. All ACE students will participate in an alternative cooperative experience as an integral part of the instructional program that can be designed using one or more of the following methods outside the related instruction. It is recommended that the alternative cooperative component be structured so that the cooperative experience time equals 10-15 hours per week.

   A. Cooperative Method - A method of instruction of vocational education for individuals who, through written cooperative agreements between school and employers, receive vocational and academic instruction in the classroom alternating with a related job experience. The school and job experiences must be planned and supervised by the school and the employer [Carl Perkins Act, Title V, Part B, 521, (7)].

   B. Project/Laboratory Method - A method of instruction that requires the student to work on their own in performing experiments and assignments. This may utilize one of the following techniques: simulation, a career exploration lab or computer assisted instruction. This technique is particularly suitable for the younger student.

C. Internship Method - A component which is designed to provide experience with on-the-job activities or projects which are directly related to the student's career objective. This experience could be in school or out of school.

5. Students will be involved with the instructor and the employer as appropriate in the development of their educational plan and written documents as described in #2 above. Students will engage in an occupational experience related to their occupational objective that is based upon an assessment. Special educators and vocational educators will work together in the development and implementation of a handicapped student's plan.

6. The ACE Program will be modified to meet the individual needs of students. Modifications might include adaptations of curriculum, instruction, evaluation, equipment, and/or facilities.

7. The local education agency operates under an established policy regarding the granting of academic credit to students participating in occupational experience programs.

Factor #2 - Curriculum for Related Class

1. Competencies needed by students for entry and advancement in employment will be utilized in developing objectives and units of instruction and taught using a variety of teaching techniques to meet the special needs of learners.

2. Instruction related to the cooperative experience of the student may include but not be limited to: functional skills--personal grooming, money management, transportation, employability skills, job readiness skills, job seeking skills, job retention skills, job changing skills, basic skills as an integral part of the curriculum--reading, writing, and math, as it relates to the job, problem solving, communication, decision-making, and technical skills for the occupation in which training is received.

3. Career and occupational information is integrated into the curriculum leading to the exploration and identification of an occupational area or objective prior to transition from the program.

4. Instruction in entrepreneurship concepts is integrated into the curriculum as appropriate.

5. Students will be made aware of community resources available to them.

6. Those teacher/coordinators working with the employer will provide training opportunities commensurate with the student's ability.

7. Individual student files will be maintained for five years after the year in which the service is rendered to record and document student progress toward attainment of occupational competencies.

8. Each student engaged in an Alternative Cooperative Education program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.

9. Leadership activities will be integrated into the curriculum for the purpose of developing attributes such as self-confidence, self-esteem, communication skills, social, civic, and business responsibility, and high ethical standards in personal and business relationships.

Factor #3 - Personnel

1. Alternative Cooperative Education students will be taught or coordinated by vocationally credentialed instructors. Instructors/ coordinators of secondary level students must also be certified with the appropriate endorsement by the Colorado Department of Education.

2. Alternative Cooperative Education students will be referred as needed to the Supplemental Services Program. (Supplemental Services is a vocational program to provide instructional support to handicapped and disadvantaged students who need extra assistance in order to succeed in their vocational education program.)

3. Instructors will have a referral and communication mechanism in place between themselves, special education, general education, and support services.

4. The teacher/coordinator provides effective coordination, supervision and occupational guidance to students engaged in occupational experience programs. Scheduled release time will be established for teachers to develop jobs, coop students on jobs, participate in team meetings as necessary, and meet with students individually. A minimum of 30 minutes per student per week is provided for this activity.

5. The instructor/coordinator is responsible for ensuring the provision of student supervision on the job and for ensuring the provision of classroom instruction related to the student's work experience.

6. The student, instructor, advisory committee, community and other support personnel will be involved in the job development process.

7. The instructor will engage in continuing professional development activities as appropriate. These activities should include awareness of and appreciation for cultural diversity, as well as the unique needs of students from different ethnic and cultural backgrounds.

Factor #4 - Program/Student Evaluation

1. Employer evaluations of student performance on the job will be maintained by the instructor.

2. Employability competencies established at the time of entry into the program will be used to measure student progress toward achievement of employability attributes.

3. Success of this vocational education program will be evaluated by the state using the student's success in achieving the goals and objectives as outlined in the student's written training plan, transition plan, or IEP.

4. Students will be provided the opportunity to evaluate their training and related class instruction.

5. The instructor, in cooperation with counselors and other teachers, provides assistance in the placement and follow-up of students who exit or complete the program.

6. Surveys or follow-up studies may be conducted to determine program outcomes in addition to the follow up required by the state.

7. An accurate and documented record of student placement and follow-up information is submitted annually to the local administration and to the CCCOES Central Staff.

Factor #5 - Facilities, Materials, and Equipment

1. Adequate facilities will be provided. The size of the classroom shall be described in the program proposal (VE-120).

2. In accordance with Section 504 of the Rehabilitation Act of 1973, no handicapped person shall be denied the benefits of, be excluded from participation in, or be otherwise subjected to discrimination under any program or activity because the facilities are inaccessible or unusable.

3. Instructional materials will be free of sex-biased and sex stereotyping information and/or other discriminatory concepts.

4. Instructional materials will be free of information which discriminates on the basis of age, sex, race, creed, national origin, or handicap.

5. Instructional materials will acknowledge and enhance diverse cultures and avoid racial stereotype.

6. Appropriate, technically accurate, instructional materials will be utilized in the instructional program.

7. Students will have access to current trade journals and other information related to their occupational objective.

8. All materials and equipment will be adapted as appropriate to meet the individual needs of the student.

9. Computer-assisted instruction and appropriate software will be available and utilized according to need.

Factor #6 - Internal and External Resource Utilization

1. The program advisory committee will be representative of the occupations in the community for which training is provided as well as community resources.

2. The program advisory committee will meet in formal session at least twice each year.

3. The program advisory committee members will be appointed by the governing board or by an appropriate administrator of the local educational agency.

4. The vocational instructor(s) will serve as ex-officio member(s) of the program advisory committee.

5. The program advisory committee will function under written guidelines and/or operating procedures which specify the length of a member's term, responsibilities and rules for conducting the business of the committee.

6. Written advisory committee minutes will be kept for each meeting and are distributed to the administration and to committee members.

7. Members of the program advisory committee will assist in the evaluation of the program as needed.

8. The administrator will provide input into the selection of program advisory committee members.

9. The local advisory council for vocational education will provide for program advisory committee input.

10. Formal or informal cooperative agreements will be sought from state and local agencies such as Colorado Rehabilitation Services and the Job

Training Partnership Act as well as business and industry in order to avoid duplication of services and enhance the transitional process for students.

11. Involvement of other instructors (special education, vocational education, etc.) who are knowledgeable about the handicapped/ disadvantaged student and/or the vocational area, shall be sought to enhance the student's training and development of the written documents.

12. The Alternative Cooperative Education instructor and the vocational administrator will involve parents and students in program planning, advisory groups, program evaluation, receptions, awards programs, and service needs.

Factor #7 - Administration

1. The approved budget should contain, but is not limited to, the following areas:

   A. Annual staff compensation. (Includes credentialed personnel. Teacher aides and paraprofessionals do not have to be vocationally credentialed.)
   B. Staff compensation for duties performed beyond the standard teaching day and the standard teaching year.
   C. Equipment material purchase and replacement.
   D. Books and supplies.
   E. Staff travel and per diem.
   F. Transportation for field trips including job shadowing and job tryouts.
   G. Student leadership development activities
   H. Staff in-service education.

2. The Program Approval, Part II must have been approved by the central staff of the CCCOES within the last five years and must be on file in the instructional department and with the administration.

3. Administration and/or governing board approved policies must be developed and followed for the receipt and disbursement of funds.

4. The vocational administrator and the instructor/coordinator shall cooperatively establish fiscal planning and budgeting for the program.

5. The instructor will be involved in the planning of the budget in accordance with district procedures. Funds should be allocated for:

   A. Vocational Assessment (the purchase of needed materials and needed training)
   B. Transitional Counseling (job development/placement personnel)
   C. Travel (mileage)
   D. Instructional Materials

   E. Supplies
   F. Conferences, Workshops, In-service Activities
   G. Leadership Activities

6. Students will have access to the full range of services in their district including Supplemental Services and career counseling.

7. Districts will comply with state and federal laws for licensing, student employment and safety.

8. Adequate time will be allocated to implement the program because of the individual coordination and planning time required for special needs students. Appropriate student teacher ratios will be stated in the program proposal (PA, Part II). Such ratios will be maintained and reviewed through the Quality Assurance Evaluation process. These ratios will be based upon such considerations as student support needed and coordination time required as a result of intensity of need. The ratio should allow for a minimum of half an hour per pupil per week for coordination time which could be exceeded with paraprofessional support and increased based upon intensity of need of the student population. The size of classes for related instruction must also be taken into account.

9. Instructors are to be provided adequate time for planning during the standard school day.

10. Procedures are to be established and time provided during the standard school week for the instructor to advise and counsel students.

11. The instructor will have the administrative support needed to meet the needs of the program.

12. Results obtained from program evaluations will be used to promote, develop, and improve the program.

13. In terms of management and evaluation of the Alternative Cooperative Education Program, the following applies:

    A. The vocational administrator and instructor/coordinator shall cooperatively establish written policies and procedures for program planning, management and facilities/equipment evaluation.

    B. Those involved with the program will promote school board policies supporting vocational education goals for handicapped and disadvantaged students.

    C. The vocational administrator and instructor/coordinator shall make certain by every reasonable means possible that all students who could benefit from an ACE program and their parents are made aware of the existence of ACE prior to the student entering the 9th grade or as soon thereafter as possible.

D. Those involved with the program will support and promote "Interagency Agreements of Cooperation" that are designed to meet the career/vocational needs of students in the Alternative Cooperative Education Program.

14. A management plan for collecting follow-up information concerning program completers shall be implemented. That data must be obtained on a consistent basis and will include the numbers of completers who are:

    1. Employed full-time or part-time in a job related to training.
    2. Employed full-time or part-time in a job not related to training.
    3. Unemployed - seeking employment.
    4. Unemployed - not seeking employment because of choice, illness, retirement, pregnancy, or other such reason.
    5. Unknown or incorrectly reported as a completer or partial completer.

15. Appropriate and accurate financial records will be maintained by the vocational administrator.

Implementation of the Specific Program Criteria

These Specific Program Criteria are identified to assist in developing and maintaining high quality Alternative Cooperative Education (ACE) programs. If one or more of these criteria are not met and it is determined by the State Program Manager of Handicapped and Disadvantaged and the Associate Vice President for Instruction that such noncompliance is jeopardizing the quality of the program, a plan for remedying the deficiency is required. The plan shall be developed by the instructor in cooperation with local administration and members of the program advisory committee. This plan shall be submitted to the State Program Manager of Handicapped and Disadvantaged for review and approval. Failure to submit a plan and/or failure to implement the plan shall be grounds for the withdrawal of state approval and/or funding for the program.

THE HIGH TECH COMPUTER CENTER FOR THE DISABLED
Arapahoe Community College
5900 South Santa Fe Drive
P.O. Box 9002
Littleton, Colorado 80160-9002

Please
Affix
Stamp

THE HIGH TECH COMPUTER CENTER FOR THE DISABLED
Arapahoe Community College
5900 South Santa Fe Drive
P.O. Box 9002
Littleton Colorado 80160-9002

THE HIGH TECH COMPUTER CENTER FOR THE DISABLED

Arapahoe
Community College

WHAT IS . . . ADAPTED COMPUTER TECHNOLOGY?

Adapted computer technology refers to any computer program or device which restores a disabled person's ability to "*see*" the screen and "*use*" the keyboard.

WHAT IS . . . THE GOAL OF THE HIGH TECH COMPUTER CENTER?

To make the personal computer accessible to persons with disabilities, thus enabling them to:

- Achieve Academic Goals
- Achieve Vocational Goals
- Enhance Employability

HOW DO YOU QUALIFY?

You must be eligible for admittance to Arapahoe Community College, provide documentation of your disability, and meet program evaluation criteria.

87

WHAT IS . . . THE BENEFIT TO YOU?

- **BLIND**: Advanced speech synthesizers combined with screen-reading programs enable blind persons to "*see*" the computer screen.
- **LOW VISION**: Screen magnifiers enlarge text and graphics through a wide range of magnifications and color modifications.
- **DEAF**: Special word processing systems and other adaptations reduce written language difficulties.
- **ORTHOPEDIC DISABILITY**: Smart word processors and keyboard modifications allow disabled people to produce written material at a much faster pace.
- **LEARNING DISABILITY**: Automatic, phonetically based spell-checkers, screen-readers, text enlargers and smart word processors facilitate the writing process.
- **ACQUIRED BRAIN INJURY**: Courses designed to improve learning potential, organizational strategies and academic skills are available to qualified individuals.

CALL US: 797-5927 or 797-5937
TTY CALLS: 797-5610

WE ARE LOCATED AT:
Arapahoe Community College
5900 South Santa Fe Drive
Littleton, Colorado
Main Building, Room 464

I would like to learn more about THE HIGH TECH COMPUTER CENTER FOR THE DISABLED at Arapahoe Community College. I am specifically interested in: ____________

Please call me

Please send information about your program.

Name ____________
Address ____________
City ________ State ________ Zip ________
Phone ____________

88

PARTICIPATING INSTITUTIONS

ADAMS STATE COLLEGE	719-589-7632
AIMS COMMUNITY COLLEGE	303-330-8008
ARAPAHOE COMMUNITY COLLEGE	* 303-797-5651
COLORADO COLLEGE	303-473-2233
COLORADO MOUNTAIN COLLEGE	303-945-7481
COLORADO NORTHWESTERN COMMUNITY COLLEGE	303-675-3220
COLORADO SCHOOL OF MINES	303-273-3357
COLORADO STATE UNIVERSITY	* 303-491-6385
COMMUNITY COLLEGE OF AURORA	* 303-360-4790
COMMUNITY COLLEGE OF DENVER	* 303-556-3300
FORT LEWIS COLLEGE	719-247-7383
FRONT RANGE COMMUNITY COLLEGE	* 303-466-8811
LAMAR COMMUNITY COLLEGE	719-336-2248
MESA COLLEGE	303-248-1392
METRO STATE COLLEGE	303-556-8388
MORGAN COMMUNITY COLLEGE	303-867-3081
NORTHEASTERN JUNIOR COLLEGE	303-522-6600
OTERO JUNIOR COLLEGE	719-384-6835
PIKES PEAK COMMUNITY COLLEGE	719-540-7128
PUEBLO COMMUNITY COLLEGE	719-549-3318
RED ROCKS COMMUNITY COLLEGE	* 303-988-6160
REGIS COLLEGE	303-458-4114
TRINIDAD JUNIOR COLLEGE	719-846-5557
UNIVERSITY OF COLORADO	
BOULDER	* 303-492-8671
DENVER	* 303-556-8388
COLORADO SPRINGS	719-593-3265
UNIVERSITY OF DENVER	* 303-871-2280
UNIVERSITY OF NORTHERN COLORADO	* 303-351-2289
UNIVERSITY OF SOUTHERN COLORADO	* 719-549-2581
WESTERN STATE COLLEGE	719-943-2130

* V/TDD

PHILOSOPHY STATEMENT:

The **CONSORTIUM OF HANDICAPPED STUDENT SUPPORT PROGRAMS** strongly supports the provision of supportive services for students with disabilities at all Colorado institutions of higher education. Supportive services are necessary to ensure equal access to any academic program for which students may be qualified. The lack of such services prevents many of these students from acquiring an adequate education and contradicts both the moral and legal obligations of higher education institutions toward individuals and communities served. The Consortium membership asserts that the provision of such services is an essential priority inherent to the purpose and function of any and all public and private community colleges, vocational schools, four year colleges and universities in the State of Colorado

CONSORTIUM OF HANDICAPPED
STUDENT SUPPORT PROGRAMS

BEST COPY AVAILABLE

HANDICAPPED STUDENT SUPPORT PROGRAMS

CONSORTIUM OF HANDICAPPED STUDENT SUPPORT PROGRAMS

REPRESENTING COLORADO'S POST-SECONDARY INSTITUTIONS

In the Spring of 1981, a group of individuals, representing support programs for students with disabilities, joined together to form the **CONSORTIUM OF HANDICAPPED STUDENT SUPPORT PROGRAMS**. The goal of this organization is to provide a vehicle in which these professionals can utilize a network to provide the best services possible for disabled students enrolled in postsecondary education throughout Colorado. As of 1981, the Consortium has grown in membership and receives funding from the Colorado State Legislature through the Colorado Rehabilitation Services, which promotes enrichment programs for disabled students.

In 1985, the Legislature appropriated $125,000 for the provision of auxiliary services for disabled students. Since that time, appropriation of funds has increased to the current amount of $135,000 for fiscal year 1988-89. The Consortium appreciates the Legislature's response to this need within postsecondary institutions.

This funding contributes to the educational and occupational success of students. Further, by assisting persons with disabilities to secure gainful employment, this appropriation is more than compensated by their payment of State and Federal taxes.

THE OBJECTIVES OF THE CONSORTIUM ARE:

1. DEVELOP A STATEWIDE DIRECTORY
2. DEVELOP A COMMUNICATION LINKAGE THAT SHARES INFORMATION AND STRATEGIES, AND PROVIDES PEER SUPPORT.
3. IMPLEMENT A MECHANISM TO SHARE RESOURCES AND EQUIPMENT.
4. PROVIDE IN-SERVICE TRAINING PROGRAMS
5. UNIFY EFFORTS TO SECURE FUNDING FROM THE STATE LEGISLATURE AND/OR OTHER SOURCES.
6. ASSIST THE DIVISION OF REHABILITATION IN ASSESSING NEEDS FOR SERVICES AND PROGRAMS

The Consortium is a very cohesive group. Meetings are held bi-monthly throughout the State. Consortium members work collectively to benefit all higher education students with disabilities in the State of Colorado. These efforts continue despite decreasing funds offset by increasing demand for services.

SERVICES AVAILABLE AT MOST INSTITUTIONS FOR DISABLED STUDENTS

- Academic aides such as notetakers, library research aides, and test administrators
- Counseling in areas of social, vocational, and educational needs
- Tutorial assistance
- Special test arrangements such as private testing areas and extended testing time.
- Learning lab, study area equipped with an accessible computer system, software library, typewriters, tape recorders, wheelchairs, and a resource library.
- Accessible computer system.
- Summer orientation for incoming disabled students.
- Registration and pre-registration assistance.

SERVICES FOR HEARING IMPAIRED STUDENTS

Interpreters in classes
Notetakers.
Telecommunications device for the deaf (TDD)
Written English assistance
Testing and tutorial assistance

SERVICES FOR ORTHOPEDICALLY DISABLED STUDENTS

Notetakers.
Housing adaptations and accessiblity (on campus)
Transportation.
Parking permits

SERVICES FOR VISUALLY IMPAIRED STUDENTS

Reader program (textbooks, periodicals, handouts, tests)
Braille identification throughout campuses.
Braille typewriter.
Visualtek.

SERVICES FOR LEARNING DISABLED STUDENTS

Tutorial assistance.
Taped textbooks
Support groups
Notetakers
Special testing arrangements

92

These are some of the services offered by Colorado's institutions of higher education. Services may vary according to institution. All institutions will work with individual students in accommodating their needs.

The Consortium membership is available for workshops and presentations regarding disabled services in Colorado. Use the directory on the next page to contact members in your area.

COLORADO INTERAGENCY CONFERENCE

Career/Vocational/Employment

February 7-8, 1991

Sheraton Colorado Springs Hotel, Colorado Springs, CO

THE 90's:
VISIONS TO REALITY

Sponsored by:

Colorado Association of Community Centered Boards
Colorado Community Colleges and Occupational Education System
Colorado Deaf-Blind Task Force
Colorado Department of Education/Special Education Services Unit
Colorado Developmental Disabilities Planning Council
Colorado Division for Developmental Disabilities
Colorado Division of Mental Health
Colorado Rehabilitation Association
Colorado Rehabilitation Enterprises
Colorado Rehabilitation Services
Colorado State University
Governor's Job Training Office
Rocky Mountain Resource and Training Institute
Regional Rehabilitation Continuing Education Program and
Center for Technical Assistance and Training, University of Northern Colorado

KEYNOTE SPEAKER:

Dr. Willard R. Daggett
Director, Division of Occupational Education
Instruction, New York State Education Department,
Albany, NY

PREPARING FOR EMPLOYMENT IN THE 1990s

Fundamental structural changes are occurring in when, where, and how work is performed in America. As we enter the 1990s, these changes will lead to a workplace where, for the first time in our history, unskilled labor will no longer be an economic commodity. Education must respond to these changes.

This presentation will highlight the changes that are occurring in the world of work and note fundamental changes needed to prepare persons for employment.

Thursday, February 7 - 9:00-10:30 a.m.

SPECIAL LUNCHEON SPEAKER:

Christian Hageseth, III, M.D., P.C.

THE HUMOR OPTION: THE ART AND PSYCHOLOGY OF POSITIVE HUMOR IN THE FACE OF ADVERSITY

A positive sense of humor can be acquired and cultivated. There are sound medical and psychological reasons for doing so. A sense of humor consists of a broad optimistic perception of life and then behaviors to express that optimism. This presentation intends to open the participants to a new freedom of taking themselves lightly even though they take their work in life seriously. Positive humor exists in a spectrum of human experience which includes optimism, joy, hope, love, and the will to live.

Friday, February 8 - 12:15-2:30 p.m.

THIS YEAR'S TOPICS AND SPEAKERS INCLUDE:

2+2: A Postsecondary Options Partnership
Daniel P. Johnson; Larry Fowler; Ben Yohe

Alternative Work Concepts: Supports for Individuals with Profound Needs. Steve Dawes

BRIDGES-Connecting Business and Education.
Gregg Piburn; Bill Murphy; Jeanne Petit; Nancy Frink

Building Community Connections
Cynda C. Arsenault, Nancy R. Baesman, and Anita Snyder

Carl Perkins Legislation. Carole Johnson

Community Access Service: Extending the Supported Model
Stephen Hunter-Siegert; Mary Jo Snell

Developing Affective Curriculum. Sue Bechard

Facilitating Groups-Professional Development. Nat Kees

Functional Analysis: What Does this Assessment/Process Have To Offer. Joe Schiappacasse; Mike Delaney

Functional Curriculum. Linda West

Helpful Hints in Serving the Largest Minority Population (Disabled Hispanic) in Colorado. Tomás López; Arnulfo (Art) Zamora

How Supported Employment is Making a Difference: Perspectives from Parents and Self-Advocates
Judy Martz; Connie Christoff; Weslyn Austin

Individual Consultations on PASS and IWREs. Tom Emmons

Integrating National Career Development Guidelines into the Curriculum
Brent Jacobsen

Integration of Academics and Vocational Education
Nancy Hartley; Brian Cobb

Long Term Outcomes of Providing Education to Students with Severe/Profound Needs. Sue Norris; Janet Filbin

Maybe This Behavior Does Make Sense. Kay Cessna

No More Classes, No More Books...Life is Not as Easy as it Looks
Jane Paulson; Jerry Meendering

Nuts and Bolts of Implementing Aging Services
Mary Beth Leitzman; Cheryl Wilson

Parent Presentation: Grief Cycle and Surviving Transition
Barbara Palmer

Planning, Policy and Models for Services with Older Adults
Philip LePore

Productive Youth in the Community: A Supported Employment **Project.** Debbie Hewes; Julia Noyes

Recognizing Signs of Psychiatric Disorders. Ruth Ryan

Sexuality: Have You Thought About It?
Linda Morgan; Nancy Baesman

Social Integration and Natural Supports in the Work Place
Ernesto Sanchez

Successful Strategies for the Multi-cultural Classroom
Mary Gerschwin

Supported Employment in Mental Health.
Alexander Thomson; Joseph the Magician

Taking Advantage of PASS and IWRE. Michael Sachek

Teamwork for Transition Success. Laurie Frederico

The Americans with Disabilities Act of 1990: Its Impact on **Colorado's Citizens**
Anthony Francavilla; James D. Dixon, Ph D., Randy Chapman

The Independent Living Movement in Colorado. Patricia Yeager

Transition Planning/Transition Issues Curriculum. Lisa Carter

Vocational Planning for Individuals with Epilepsy
Martha Lisk

Wage and Hour Regulations: SEP, Work Center, Volunteer
Mark Knuckles

What is Community Presence and Participation?. Charles Galloway

What's Happening in Special Education: A Federal Perspective
Bill Hallaron

Work Experience for All Students with Disabilities
Patrick Lawrence; Mario Williams

You Have Six Minutes: What Are You Selling?.
Cary Griffin; Judy Emery

Youth in Transition: Empowering Students, Parents and Educators
Gary Garrett; Nick Sims

Workforce 2000

Training the Limited English Proficient

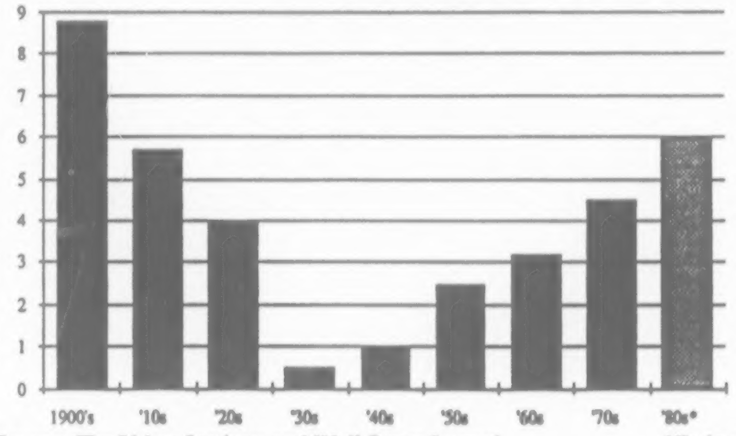
Newsletter of the Technical Assistance for the Limited English Proficient Project

Volume 1, Number 3 Fall, 1991

Immigrants Growing in Importance to the Economy

Immigrant Growth

Legal immigration to the U.S., in millions of immigrants, by decade



Source: The Urban Institute and Wall Street Journal *Estimate

Immigrants are emerging, once again, as a potent force in the American economy.

In a front page story, the Wall Street Journal reported that "The U.S. took in more legal immigrants in the 1980s than in any decade since the great wave of European immigration at the beginning of the 20th century." Harvard economist Richard Freeman estimates that immigrants-legal and not-now constitute nearly 10% of the U.S. labor force, almost double the fraction they represented 20 years ago.

The "Capacity Building for the States Project" has researched growth in the Limited English Proficient (LEP) population. According to their training manual*, LEP persons comprise a large and growing segment of the U.S. population due to new immigration and higher than average birthrates among linguistic minorities.

- One of ten Americans (aged 5 and older) speaks a language other than English at home.

- Although Spanish speakers represent

continued on page #2

Misconceptions about Communication with Immigrants

"The problem with communication is the illusion that it has been accomplished." George Bernard Shaw

Communicating with a non-native speaker is difficult to begin with, but it is often complicated by misconceptions about language acquisition that lead to misunderstanding. Bridging Cultural Differences by Sondra Thiederman identifies a few of the misconceptions that interfere with efforts to communicate.

Misconception:
Once vocabulary and grammar have been grasped, the immigrant will always understand what is being said.

The True Picture:
There is much more to understanding a language than learning the literal translations of words and the structure of grammar. Think about how the subtleties of language alter the following sentences:

1. Dick did not come to work today.
   Dick did not show up for work today.

2. The director was a wise man.
   The director was a wise guy.

Although the non-native speaker may be able to understand the vocabulary

continued on page #3

A Growing Economic Force

continued from page #1

nearly half of all non-English language background persons, 52% speak numerous other languages.

•By 1980 there were an estimated 15.5 million persons who were LEP and unable to benefit from an all English instructional setting or perform adequately on a job requiring English language skills. These LEP persons comprise 7-10% of the U.S. population

Implications:
In the past, the limited English proficient could get along without special help. Today, the vast majority still do. However, due to the changing nature of the work force, it is critical that today's workers have both strong language and technical skills. The ability to serve the LEP effectively is a vital component of JTPA service. For information on how the Technical Assistance for the LEP Project can help you serve this population call 794-4584.

Interest Assessment for Lep

How do you assess the career interests of a client with low English skills, or who has low reading ability? The Pictorial Inventory of Careers (PIC) is a career interest assessment which uses a video-taped format instead of verbal statements to assess interests. The test takes about 20 minutes to administer and can be given to groups or individually. The cost of the system is $495.00 for a filmstrip version and $695.00 for a video cassette version. Available from Talent Assessment, Inc. 1-800-634-1472. You may also contact the Technical Assistance for the LEP Project for information on this and other assessments for limited English proficient clients.

The Success Story of Leonor Quine

As a janitor cleaning offices, Leonor Quine had a dream. One day, she would work at one of the desks she was cleaning. Leonor came to the United States from Peru in 1986 and held a variety of odd jobs as she tried to learn English. In 1990, Leonor was ready to make a change. She started bookkeeping training at Technical Education Center, with the goal of obtaining a better job. She received eight months of intensive training in English for the Job and accounting, bookkeeping, and data entry. The training opened a new world for Leonor. "It was exciting for me to use computers! I learned how to type and work on software programs." Leonor earned her bookkeeping certificate, and found her first office job at United Bank where she works as an encoder.

"I'm really proud. When I was cleaning those offices I was thinking someday I would be in one of those desks."

She started out at $5.75 per hour, and is now making $8.00 per hour. Leonor likes her work, "My pay is based on an incentive program, so I can make good money."

Leonor is pleased to work in a world where she can grow and advance. "My supervisor encourages me to keep trying new opportunities and to move up." To improve her skills, Leonor is continuing her studies at Technical Education Center. She works full time, and at-

Tips for Communicating Effectively with LEP

1. Decide what is the main point to communicate.
2. Determine the proper sequence of an explanation.
3. Demonstrate through visuals, charts, or perhaps brief, written explanations.
4. Simplify the explanation: use "simple" words, but not "broken English."
5. Be aware of information overload.
6. Pay attention to employees' nonverbal cues signaling a lack of understanding.
7. Use consistent terminology.
8. Speak clearly.
9. Emphasize the key words.
10. Avoid slang.
11. Limit the use of yes/no questions or "Do you understand...?"
12. Be patient.
13. Don't get frustrated; stay cool.

Communication: The True Picture

continued from page #1

and grammar in these sentences, she may not grasp the dramatic differences in meaning.

It is also dangerous to take English too literally. Imagine the message conveyed by a literal understanding of "I have a lot of running around to do." Non-native speakers need to learn the words and the grammar, but also a great deal more to become proficient in English.

Misconception:
Foreigners are rude and demanding.

The True Picture:
Learning English entails learning softening phrases. This often comes later in the language learning process and speakers who haven't mastered these phrases can sound inadvertently rude.

Many languages do not have the equivilant of "could" "might" or "may", each crucial in cushioning the impact of a demand. Note the difference in tone in the following pairs of sentences:

> *Misconception:*
> *If an immigrant cannot speak much English, he or she probably is unable to understand much either.*

1. Get me the checks.
   Could you get me the checks?
2. This report is bad.
   There are some problems with this report.
3. I want to smoke.
   Do you mind if I smoke?

Learning how and when to use softening phrases takes time. In some languages, this softening effect is achieved not throught the use of phrases, but through other means such as formal forms of address. For example, in German the use of Mr. and Mrs. is imperative in most business settings, and the use of the first name can sound very inappropriate and rude.

If a non-native speaker strikes you as rude, first take a step back and listen. She may have good intentions and just be struggling with the subtleties of language.

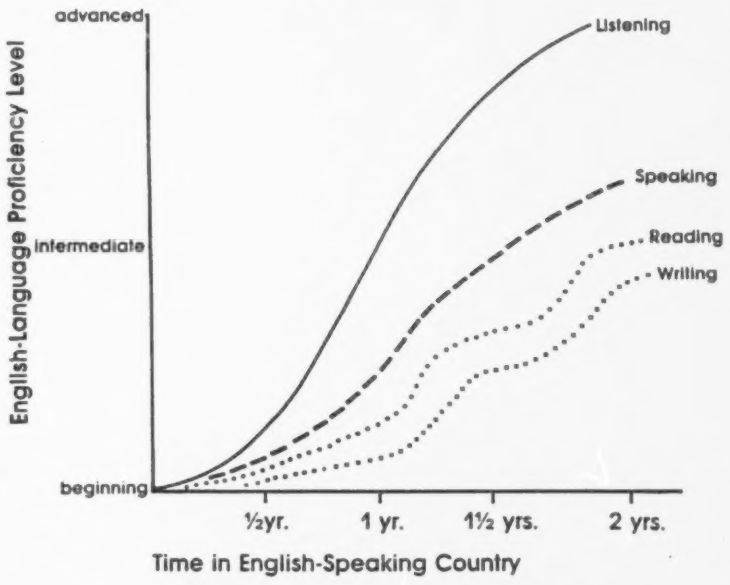
Misconception:
If an immigrant cannot speak much English, he or she probably is unable to understand much either.

The True Picture:
It is far easier for learners of English to understand than to speak the language themselves.

The first thing that comes together for a language learner is usually the ability to understand what is being said. It takes some time for the skill of speaking the language to catch up with the ability to understand.

The following chart on English language acquisition illustrates the rate of progress in the four language skills (listening, speaking, reading and writing) of someone who is learning English in a natural setting. In other words, this individual has not studied English extensively before arrival in the United States, but has picked it up informally while attending a few English as a Second Language classes.

ENGLISH LANGUAGE SKILLS ACQUISITION
(Generalized*)



* Dennis Terdy, Director, Illinois ESL / AE Service Center, 1984

Workforce 2000 is published several times a year by the Technical Assistance for the LEP Project. Project Coordinator Mary Crabbe Gershwin. Address: 688 W. Fremont Dr.
Littleton, Co 80120

Leonor Quine - A True Success Story

continued from page #2

tends class six hours a week.

Leonor says she won't stop going to school, and will keep moving up. "I'm really proud. When I was cleaning those offices I was thinking someday I would be in one of those desks." Now she is.

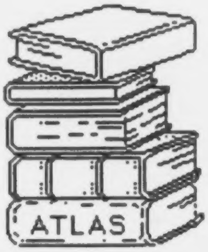
For more information on training programs for the LEP at Technical Education Center, please call Ken Swiney at 289-2243. If you have an LEP client or program you would like highlighted in this newsletter, please contact us at 794-4584.

Resources:

Bridging Cultural Barriers for Corporate Success: How to Manage the Multicultural Workforce. Sondra Thiederman, Ph.D. Lexington Books (1-800-235-3565) 1990. This is a practical book on how to manage the multicultural workforce in the United States. Addresses cultural barriers, language diversity and motivation in a multicultural setting.

Does Business Have Any Business in Education? Harvard Business Review, March-April 1991. A look at basic skills education and implications for employers. Reprints available from The Technical Assistance for the LEP Project. Call 303-794-4584.

Leadership for Literacy. Forrest P. Chisman and Associates. Jossey-Bass. 1990. This broad examination of the literacy crisis and the response of government, business, education, and community leaders is a useful resource for those interested in addressing the literacy issue and participating in the public policy debate.



Building Competencies to Serve LEP Vocational Students- An Inservice Manual. Northwest Educational Cooperative. 1989. A complete in-service training guide for developing and conducting training related to serving the limited English proficient in vocational education. For information contact The Technical Assistance for the LEP Project at 303-794-4584.

What Work Requires of Schools. A SCANS Report for America 2000. U.S. Department of Labor. June 1991. This recently released report by the Secretary's Commission on Achieving Necessary Skills (SCANS) examines the demands of the workplace and whether our young people are capable of meeting those demands. For information contact the Technical Assistance for the LEP Project at 303-794-4584.

For more information, return this to:

Mary Gershwin
Technical Assistance for the LEP, Project Coordinator
688 W. Fremont Dr.
Littleton, Co 80120
(303) 794-4584

Assessment and the LEP ___
Workforce Literacy and the LEP ___
Recruiting LEP Clients ___
Cultural Issues in servng the LEP ___
Resources to serve the LEP ___
Program Models ___
Vocational English ___
Staff Training ___

Name: ______________________
Position: ______________________
Agency: ______________________
Address: ______________________
____
Phone: ______________________

APPENDIX

CARL PERKINS FUNDING CATEGORY: **Title IIA, Adult Training**

PROGRAM AREA/PROJECT TITLE: **Adult - Apprenticeship**
Mountain States Journeyman/Apprentice
Instructor Training Seminar August 1990

RATIONALE:

Forty Colorado journeyman/apprentice instructors received 35 hours of instruction dealing with topics which will prepare them in their role as teachers.

PROJECT CONCEPT: This seminar addresses such topics as:

Elements of program planning

Materials development

Evaluating program effectiveness

Effective Communication techniques

Utilization of instructional aids

Innovative teaching techniques and methods

Motivation of the adult learner

IMPACT: The instructors are much better prepared for dealing with the common problems facing teachers of adult education: The learner is tired, having worked their normal workday before coming to school, motivating the worker who may not have attended classroom activities for several years.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB - Program Improvement

Participating School(s): Statewide

PROGRAM AREA/PROJECT TITLE: Colorado Vocational Education Policy Fellowship

PURPOSE: Carl Perkins funds were utilized for this professional development activity to build vocational educators' leadership skills and knowledge of the policy processes that impact vocational education.

PROJECT CONCEPT: Colorado offered a special opportunity to all vocational educators in 1991 to apply for a Policy Fellowship Program for a full year of learning experience related to policy development. There were 21 applications and 15 selected as Policy Fellows.

CRITERIA: Outstanding program development to meet individual needs of program participants.

MAJOR OUTCOMES/ACHIEVEMENTS: The policy fellows had an opportunity to attend the American Vocational Association's 1991 National Policy Seminar in Washington, D.C., in early spring. The AVA Policy Seminar included meeting legislators, policy development and strategy workshops, congressional receptions; information on vocational education issues and impact of the Carl Perkins II Vocational Education Act.

In addition, Colorado's Policy Fellows were involved in policy seminars, state legislative activities, and local policy decision processes. A final report was required of all Policy Fellows that summarized their experiences.

IMPACT: The recipients of the Fellowship have become very involved in policy related issues at the local, state, and national level. This involvement has help to "spread the word" about vocational education and in several situations place vocational education in the center of "the action."

Program Area: Single Parent/Displaced Homemaker
State Plan Goal/Objective: 5.2
Project Title: Women's Resource Center

SUCCESS STORY

Mabelline Barnett, a Women's Resource Center client, dropped out of high school in the eleventh grade to start her family. Twelve years and four children later, she returned to her studies to obtain a GED. Recently divorced, Mabelline has struggled to remain financially independent; however after being laid-off twice, she was forced to apply for public assistance.

Mabelline's transition into higher education has been a successful one. Currently, she is working towards obtaining an Associate of Applied Science degree in Electronics. She admits that it is hard work entering a non-traditional field for women but is excited with the challenge. Mabelline's enthusiasm has not gone unnoticed. She was a Spring 1991 recipient of the Women's Resource Center scholarship and was recently awarded the Department of Labor and Employment Scholarship for this coming Fall semester. In addition, she is a candidate for the Women in Transition Scholarship from Executive Women International. In only two more semesters, Mabelline will have completed her degree and be on her way to a brighter future for herself and her children.

Program Area: Single Parent/Displaced Homemaker
State Plan Goal/Objective: 5.2
Project Title: Single Pregnant Women

CLIENT STORY

When Linda first came to WRA, she was not sure of anything. She had been married for over 15 years when her husband decided he needed some "space" and she did not even know where her husband was at the time. She and her two children, ages 12 and 6 years old were left alone with no income. Luckily, Linda does have some family members in Colorado Springs who were able to help her through this crisis. Other than some sporadic employment, she had been a full time homemaker throughout her marriage. After several counseling sessions with our Single Parent/ Homemaker Counselor and after attending some of the workshops at WRA, Linda began to see that with some training, continued support from her family and friends and with our help, she could build a new life for herself and her children.

Linda quickly became eligible for the JTPA program and decided that training was a must. She was able to find a part-time job and began her training by taking a typing class to brush up some rusty typing skills she already had. While working 20 hours per week, caring for her two children and her home, she managed to complete two typing classes and a bookkeeping class through School District #11, two Word Processing classes at Datatech, and a Tax preparation class with H&R Block. She has worked many hours with H&R Block during the tax season for the past two years in addition to her regular employment.

Linda is currently working full-time in a management position earning $6.50 per hour (she calls WRA when she has openings in her office to list the Job Order with us). She knows where her ex-husband is and is now receiving child support payments from him, but they did not reconcile. Her life still has it's struggles but she is self sufficient and confident that she will be able to stay that way! Without the support of our CCCOES Single Parent Displaced Homemaker Program and JTPA, Linda may not have found the support that she needed during a crucial turning point in her life.

Program Area: Single Parent/Displaced Homemaker
State Plan Goal/Objective: 5.2
Project Title: Morgan Community College Human Resource Center

Dolores was born in Laredo, Texas. Her mother worked in a bar and the family lived in an apartment on the second floor. When Dolores was 15 she became pregnant and married the father of her baby. When she was 17 the young couple participated in a job training program for a few months and then quit to work in the fields. Dolores' husband abused her physically and mentally through the years but when he molested her daughter she resisted. Her husband is now serving a 60-year prison sentence and Dolores has the responsibility for raising their six children, two grandchildren and one grandchild on the way. Dolores is 32 years old. She has been attending ESL/GED classes for 8 months. Even so, she will probably never read, calculate, or write well enough to pass the GED tests. For Dolores, success comes in improving her English communications skills, in reading childrens' books to her younger children, and in being a positive role model to the older ones. She also volunteers two evenings per week as a translator at the Adult Basic Education program in Fort Morgan.

Program Area: Teen Parents
State Plan Goal/Objective: 5.3
Project Title: Project Redirection

Wendy, a seventeen year old teen mother from Thornton High School has taken advantage of the support services the New Directions/Project Redirection has offered to her. Wendy was provided with a vocational tutor while homebound following the birth of her baby. As a member of the National Honor Society, Wendy did not let her grades fall during the transition time between birth of her baby and returning to school. Wendy's current GPA is 3.857. This spring, the Colorado Division of the American Chemical Society picked Wendy as the top chemistry student of the year for Thornton High School. Wendy's career objective is to become a neo-natal nurse. As part of the New Direction's career unit, Wendy was able to shadow a neo-natal nurse at St. Anthony Hospital. Wendy will graduate a semester early in January, 1992.

Program Area: Teen Parents
State Plan Goal/Objective: 5.3
Project Title: Teen Parent Program

Success Story

Maria Ortiz enrolled in the Teen Parent Program in October, 1990. She had dropped out of Boulder High School her junior year after giving birth to a daughter, Mayra. Maria entered the Second Chance Program at Opportunity School to get her high school diploma and dental aide certificate. To date she has completed the dental aide program and will graduate with her high school diploma in June, 1991.

There have been many obstacles which threatened to interfere with Maria's goals to finish her education. Maria and her husband are a low income family and the cost of child care was a major obstacle. Using funds from the Teen Parent Program to subsidize child care, Maria's daughter was able to attend the Emily Griffith Child Care Center with $20.00 a week being paid by the family. When the family's budget became more strained child care was continued with the family paying $10.00 weekly.

Maria has made good use of the resource services provided by the Teen Parent Program. With tutoring assistance she was able to increase her reading skills and received As & Bs on exams in American History. (At Boulder High School her grades were Ds & Fs.) There were times when Maria struggled with low self-esteem and problems with family relationships. During those times she would come into the Teen Parent Office for a word of encouragement and support. The parenting classes Maria attended seem to have given her some new skills and confidence as a teen parent.

The Teen Parent Program has made a difference in the life of Maria Ortiz. If it were not for the child care assistance, counseling and encouragement of this program, Maria's future might have been very different. Today Maria is very proud of her accomplishments and after graduation she will pursue an employment position in a dental office. She has also considered continuing her education at one of the local community colleges.

Program Area: Sex Equity
State Plan Goal/Objective: 5.4
Project Title: Non Traditional Careers: Women in Management

SUCCESS STORY:

ONE OF OUR PARTICIPANTS FOUND NEW EMPLOYMENT WITH A FIRM THAT WAS INTERESTED IN PREPARING EMPLOYEES FOR ADVANCEMENT INTO MANAGERIAL POSITIONS. THIS PERSON WILL ENROLL AS A STUDENT AT MESA STATE COLLEGE DURING THE SPRING 92 SEMESTER TO PERSUE AN ASSOCIATES DEGREE IN BUSINESS MANAGEMENT AND HOPEFULLY THEN SHE WILL PROGRESS TO A BACHELOR OF SCIENCE DEGREE. THIS PARTICIPANT WAS A RECENTLY DIVORCED SINGLE PARENT WHO HAD PREVIOUSLY WORKED IN THE FOOD SERVICE INDUSTRY.

Success Story

As our individual success story we include excerpts from an interview with Luna (a pseudonym), an Hispanic woman counselor, with the title of "minority resource facilitator," who works in one of the high schools that participated in the project. We think her remarks speak for themselves.

(Note: The interviewers remarks are indicated by italics. Pseudonyms are employed throughout and some minor editing has been performed due to inaudible portions of tape, etc.)

Thinking now about the gender equity project. What role do you think that public school staff have in promoting educational change?

I feel that it's their duty to make people aware of how things are out in the world and how things really should be as far as equity. And in speaking for myself, being in this class, is just an enormous heightening awareness for myself. I also have even taken time in my advisory to discuss different things. In class we discussed about . . . I asked them to look at the most popular person they know at the school, male and female, and then we got boys and girls reactions, and how they kind of look at that person. And what we also did was, you know, put yourself at a party. Where the girls stand, and where the boys stand, and why do they stand there in those groups, and if girls set themselves up, you know, to be looked upon as kind of like a meat market type thing . . . It made them stop and think about how they look at each other . . . We had a real interesting discussion, in fact that we were into it so much that they were almost late for their next class, and they said, you know, we never really realized how we set ourselves up sometimes for that.

How do you see the gender equity team working as a whole here at Suburban High?

I feel that bringing awareness to the staff and the students will be just some kind of catalyst to bring future things into the building. And I really feel that, you know, there are a lot of people out there still among our staff that are very ignorant of all this, and that once we get a chance to present to them some facts and figures they'll have to step back and take a hard look at what's happening in the building. And I think that they too will become, you know, their awareness will become heightened and, you know, they're educators and I think that they would want to move in a positive direction. So I think it will be positive for our school and our building. And hopefully our whole district will buy into it.

What kinds of changes do you hope to see as a result of this project, this year long project?

. . . I think that if we got everyone to be just aware and just to kind of like step back and take a look at things that are happening around them--whether it's in the media, their own families, or how they interact with people--I think that would be accomplishing a tremendous thing at this point.

How has your participation with the project affected you personally?

Oh, it's affected me tremendously. It's affected me so much that I've even talked to my husband quite a bit about different things, you know, I've been know reading articles in the media . . . I have a friend that works at Child Two, and she's in a collation . . . I worked with her on her project for latch key kids. She is committed with other women in the media to change the way the media looks at minorities and women, you know, in print media and also broadcast media. So I know there's people out there that are really trying to make other people aware of inequities on television and the media, which I think is great.

Do you have any last thoughts about the project or what we've covered?

I'm glad I am a part of it. And I really feel that there are going to be some changes in our school. I'm real excited that I found a teacher that's committed to bringing this project into this classroom. And hopefully, if it gets better, we'll both go in there and present our findings up to date and bring them up to date on what we've done so far, so we can get the students to kind of buy into it. I know it might take a while, a couple of times, you know, for the kids to understand what we're trying to accomplish.

Program Area: Corrections
State Plan Goal/Objective: 5.6
Project Title: Challenge Program

Brief Program Descriptions

SUCCESS STORY *Maria Escebell*
Maria is 38 years old and a single mother of two teen aged children, a girl and a boy. Maria matriculated at CCD with the Spring 1981 semester. Although enrolled for six credit hours, she did not complete the semester. Maria was married to an abusive spouse who introduced her to substance abuse. Eventually, Maria was convicted of possession of a controlled substance and drug paraphernalia. She served time in the Women's Correctional Facility in Canon City. Maria's parole officer referred her to Challenge and I assisted Maria to enroll for the Fall 1989 semester. Maria's program of study is Associate of Applied Science - Nursing. She has maintained a cumulative grade point average of 2.8 with several semester averages between 3.0 and 3.5.

With the support of Challenge, including a monthly local RTD bus pass, Maria has been recognized for the following achievements, 1) President's Service Award, 2) listed in "Who's Who Among Students in American Junior Colleges," 3) National Student Nurses Association Scholarship for academic achievement, and 4) CCD Women's Resource Center Scholarship for Summer 1991. She has also earned a certificate in Practical Nursing at CCD.

SECTION II

PROGRAM IMPROVEMENT ACCOMPLISHMENTS

TITLE II, PART B

ANNUAL REPORT FOR FEDERALLY FUNDED VOCATIONAL EDUCATION PROJECTS

GUIDANCE AND JOB DEVELOPMENT RICH FELLER, Ph.D.

DISTRICT/INSTITUTION/AGENCY: COLORADO STATE UNIVERSITY

STATE PLAN OBJECTIVE:

TITLE OF PROGRAM/PROJECT: GUIDANCE AND PLACEMENT

I. NEED FOR THE PROJECT

The need for staff development within the guidance community has been well documented (Gallup, 1990). There is a tremendous need to help counselors and educators understand the changing world of work, impact of technology, changing demographics, business-education partnerships, new models of career development and guidance and placement techniques.

II. PROGRAM OBJECTIVES

a. Provide experiential learning activities to the counseling, guidance, and education community statewide.
b. Facilitate networking and sharing of resources among participants.
c. Provide credit earning opportunities for prefessional enhancement.
d. Provide support to Program Manager through statewide activities.

III. PROGRAM METHODS/ACTIVITIES

a. Conduct the Technology in the Workplace conference in Denver.
b. Conduct Institute East in Fort Morgan.
c. Conduct Teachers in Action in Boulder.
d. Consult with and proivde support to Program Manager regarding statewide efforts.
e. Provide technical assistance and participate in related activities.
f. Conduct Career Development Institute.

IV. PROGRAM OUTCOMES/RESULTS

a. Increased awareness of changes in the workplace and implications for education.
b. Enhanced connections between participants, presenters, and others.
c. Improved business-education communications and connections.
d. Credit earned by numerous individuals who may not have acess to CSU-based courses.
e. Program Manager provided support and technical assistance.

NAME OF CONTACT PERSON: Rich Feller/Brent Jacobsen

TITLE: Professor, Counseling and Career Development

ADDRESS: School of Occupational and Educational Studies, 222 Education Building
Colorado State University, Fort Collins, CO 80523

TELEPHONE NUMBER: 303-491-6879

TECHNOLOGY IN THE WORKPLACE

OVERVIEW OF SESSIONS AND PRESENTERS

8:00 Participant Arrival and Registration - Foyer

8:30 **Opening Comments and Introductions - Auditorium**

- Welcome to the Conference: Martelle Chapital, CCCOES, Program Manager of Guidance, Placement, Corrections and Community Based Organizations.
- Welcome to Lowry Air Force Base: Lieutenant Colonel Kim M. Wintner, Commander, 3440th Technical Training Group.
- Conference Overview: Brent Jacobsen, Conference Coordinator, Instructor, School of Occupational and Educational Studies, Colorado State University.

9:30 – 10:30 **Keynote Panel Presentation: Technology and Workforce Issues from a Multicultural Perspective**

Moderator: Martelle Chapital, CCCOES, Program Manager of Guidance, Placement, Corrections, and Community Based Organizations

Panel Members: Representatives of Denver's Minority Chambers of Commerce:

Gina Del Castillo, Corporate Relations Specialist, Rocky Mountain SER/Jobs For Progress
Representing the Hispanic Chamber of Commerce.

"The objective of the Hispanic Chamber is to keep the economic and community development climate positive for businesses and the attraction of new businesses in the community. The Hispanic Chamber represents the Hispanic business community's voice in the areas of governmental affairs, economic development, membership, marketing, and small business."

Thomas A. Godwin, President, Complexity Simplified, Inc.
Representing the Western American Indian Chamber of Commerce.

"Complexity Simplified, Inc. provides Business Management consulting and system(s) development services to major entities as well as minority and specialist. CSI's Smarter Business Cycle includes Smarter Business Planning, Working Smarter, Smarter Proposals. The Western American Indian Chamber's objective is to train its members to become self sufficient through economic empowerment."

Lina Amberg, Technical Staff, Bell Labs
Representing the Asian Chamber of Commerce.

"The Asian Chamber of Commerce is an organization dedicated to the advancement of Asian businesses and employment opportunities for the Asian community. Lina Amberg has a B.S. in Electrical Engineering and an M.S. in Computer Engineering. Lina was the founder of the Asian Pacific Woman's Organization and past president of the Asian/American Affirmative Action Committee at Bell Labs/ATT."

H. Sandra Chevalier, President, Serendal Research Institute
Representing the Women's Chamber of Commerce.

"The Colorado Woman's Chamber of Commerce is committed to our mission of advancing the economic development of women in commerce through education, training, information exchange, partnership and alliances."

David Thompson, President, Quantel Systems, Inc.
Representing the Black Chamber of Commerce.

"Quantel Systems, Inc. is a telecommunications distribution firm. David Thompson is president and actively involved in many civic organizations. Membership on the Private Industry Council provides David an opportunity to address Workforce 2000 and related training issues.

The Colorado Black Chamber of Commerce is a five year old organization which addresses economic issues affecting the African-American business community."

10:45–12:00 Round 1: Small Group Session

Hugh Ferdows, President
Sutrak USA Corporation
Alternative Education for New Workplace Technology in USA and the European Way of Mastering This Issue

Born in Iran and educated in Germany (M.S. in Mechanical Engineering and Ph.D. in Management of International Affairs), Dr. Ferdows offers a unique perspective on technology education in the USA and Europe. His subject is on the educational needs for present and future industry. He has a wide range of knowledge and experience in dealing in a variety of areas common to most industries, both nationally and internationally. As president of several actively growing companies, he will share from his experiences and answer questions on a wide variety of subjects related to industry.

G. A. Stephens, Division Director
Jan Kislowitz, Medical Technologist
Health and Science, Arapahoe Community College
Technology in Health and Science Occupations

Art Stephens has participated in a variety of experiences in the health, science and environmental fields. These include formal training and experience. He has a master's degree in Zoology and has been employed as a teacher and administrator in higher education for twenty-five years. He has also worked as a ranger and naturalist. He has a doctorate in administration of higher education. Audio visual supported presentation on recent technology in health, science and environmental fields will be provided.

Yvette Ramar Simmons, Design Engineer
U.S. West Communications, Inc.
The Aggressive Change of Technology in the Subscriber Loop

As a Design Engineer for the Public Packet Switched Network, we are tasked with the responsibility of deploying an evolutionary packet switched on demand service while adapting the network to new advances in packet technology. The packet switch industry has been aggressively developing technology for a bit over sixteen years, beginning in earnest in 1975. Data Networks Design and Support at US West has been at the focal point of interface between the Signaling Network Control Center, Planning, Marketing, Vendors, and Equipment Engineering since 1984 providing extensive leadership by designing equipment and trunk specifications. In addition we review traffic data to determine current traffic loads and potential capacity problems thus assuring our customers end to end high quality efficient service.

H. Sandra Chevalier, President
Serendal Research Institute
Technology, Telecommunications, and the Workplace

H. Sandra Chevalier co-founded Serendal Research Institute in 1986. Serendal designs and develops databases and publishes directories and special reports on the electronic publishing and information management industries. Sandra is internationally recognized as an expert on publishing management, technology, and training. Sandra leads professional conferences, concerning management and technology in the U.K. and Scandinavia. In addition, Sandra serves as U.S. Technology Editor for a Swedish trade magazine, Office Publishing.

Rapid changes in computer technology coupled with explosive growth in the telecommunications arena will have radical consequences for the non-urban work force. Increasingly, companies will seek telecommuters--those people who work at home and connect with the office through computer networks--to cut the high costs of employment and centralized facilities. Both rural and economically depressed areas stand to get the greatest benefits. However, stiffer educational requirements and the transition from agri-based or industry-based economies to technology-based ones can pose tremendous challenges.

12:15 – 1:30 Lunch: Provided by the 3567th USAF Recruiting Squadron, Capt. DeWayne Davis
At the end of Round 1, please go directly to the buses for transportation to the cafeterias.

1:45 – 3:00 Round 2: Small Group Session

Owen C. Smith, Director
Colorado ISTAM Project
Integrating Curriculum and Building Dreams

Owen Smith is a retired science educator, director of two curriculum projects, educational consultant, youth leader. Discussion will cover the integration of science, technology, and math curriculum; motivation of youth through building "Career Visioning" and relevant, experiential curriculum materials. Participants will also be introduced to "Guided Design," a marvelous program to teach "decision making."

Karen E. Campbell, Director of Resource Development
John Bleskan, Research Technician
Michael J. Mendez, Research Assistant
Eleanor Roosevelt Institute
Bio-Genetic Research and Science Technology

Karen Campbell will present the history of Eleanor Roosevelt Institute and overview of past scientific contributions, current research, and focus plans for future.

John Bleskan will present ideas for laboratory exercises to give students hands-on experiences in "DNA Science." Emphasis will be on how easy and economical it can be to give students a true idea of the skills needed and techniques used in the current field of molecular biology. There will be demonstrations and hands-on use of some equipment and handouts of simple molecular biology experiments.

Michael Mendez received his B.S. in Molecular Genetics from Oregon State University; then spent two years mapping genes and learning molecular genetics at the Southwest Biomedical Research Institute. He was recruited to the Eleanor Roosevelt Institute as part of a team to work on the human genome project, specifically chromosome three. He will give an overview to some of the cutting-edge technology now used in molecular genetics and how they will enable us to map the human genome and to give some ideas to where science is going from here.

Ernie Gill, Program Manager of Agriculture Education
Colorado Community College and Occupational Education System
Agriculture: America's Most Crucial Industry

Ernie Gill entered education at the community college level and has instructed in Adult Education and served as Dean of Instruction and Dean of Students prior to coming to the State Office. He is currently Program Manager of the Agriculture Education and Vocational Technical Education Manager for the Eastern Plains. During the session we will explore America's most crucial industry: Agriculture. We will also look at the depth and breadth of the industry on a national, state, and local basis as it relates to occupational opportunities.

Herbert P. Orland, Senior Staff Statistician, Ford Microelectronics and
Larry Snell, Program Manager of Technology Education, Colorado Community
College and Occupational Education System
Technology Preparation Programs

Mr. Orland has spent the past 20 years in semiconductor and automotive electronics manufacturing, engineering, and quality. During the past 10 years, he has been involved as a member or chairman of Industry Advisory Committees to Pikes Peak Community College and CCCOES. He and Larry Snell will be discussing industry's needs for technically trained employees and the development of Tech Prep Programs in Colorado.

3:15 – 4:30 Round 3: Small Group Session

William E. Powell, Superintendent
Eaton RE-2 School District
Innovations in Integrating Technology in Grades K-14

William Powell has been a superintendent for 20 years: 12 years in South Carolina, 4 years in Walden, CO, and 4 years in Eaton, CO. His presentation will cover innovations in integrating math, science and technology in grades K-14. Also covered will be a discussion addressing "Why the urgency to change? How to approach change?" Handouts of the transparencies used will be available. Come and see a K-14 overview of how one school district is integrating technology.

Major Gary Ardo
Captain DeWayne Davis
USAF, 3567th Recruiting Squadron, Lowry Air Force Base
Training and Career Opportunities in the USAF

The training, education, and career opportunities are diverse. They include highly technological fields requiring ever-increasing skills. Learn more about entrance criteria, training and education opportunities, required skills, and how you can work with your local USAF recruiters to arrange opportunities for your students and clients. Multi-media presentation with handouts.

Major Gary Ardo is a navigator now serving as the Operations Officer for the Recruiting Squadron. Captain A. DeWayne Davis is a trained Aerospace Engineering Officer who worked in R & D for 4 years before becoming Chief of Advertising and Promotions for the Recruiting Squadron.

M. Sgt. Harold E. Combs, M. Sgt. Michael L. Rauh, M. Sgt. Peggy Parker, M. Sgt. Christopher Vann
Computer-Based Training Supervisors, USAF, 3440th Technical Training Group, Lowry Air Force Base
USAF Computer-Based Training Programs

Your presenters are subject matter experts on the USAF Standard Base Supply System. They develop lessons on microcomputers designed to train newly assigned airmen. These lessons are designed to help supervisors train new airmen and are taken in conjunction with normal day-to-day upgrade training and on-the-job training.

M. Sgt. Mark I. Masterson, Services Information Management System Superintendent
USAF 3440th Technical Training Group, Services Training Division, Lowry Air Force Base
The Information Revolution in USAF Hospitality Services

Your presenter has worked in the hospitality business since he was 14 years old. He is a Certified Executive Chef, American Culinary Federation; has worked on the ground floor implementation of the Services Information Management System (SIMS); implemented 14 systems Air Force wide, and developed training for SIMS. He has a B.S. in MIS and A.S. in Education and Technology. He will demonstrate how the Air Force uses Information Systems to teach hospitality services -- to be held in a state-of-the-art training room.

INSTITUTE EAST: CAREER DEVELOPMENT AND EDUCATION FOR THE FUTURE

Another of the 1991 Career Development Training Events
Sponsored by

Colorado State University

Rich Feller
Brent Jacobsen

Martelle Chapital
COLORADO COMMUNITY COLLEGE & OCCUPATIONAL EDUCATION SYSTEM

When: **April 2-3, 1991**
Tuesday and Wednesday

Where: **Morgan Community College**
17800 County Rd. 20
Fort Morgan, CO 80201

What: **A two day conference for educators, parents, business people and students focusing on how to prepare for the changing world of work. Conference design features interactive small group presentations, an exhibition hall, keynote speakers and panel discussions with audience participation.**

Why: **To explore issues related to training and education for the workplace of tomorrow, building partnerships between business and education, and integrating vocational and academic education.**

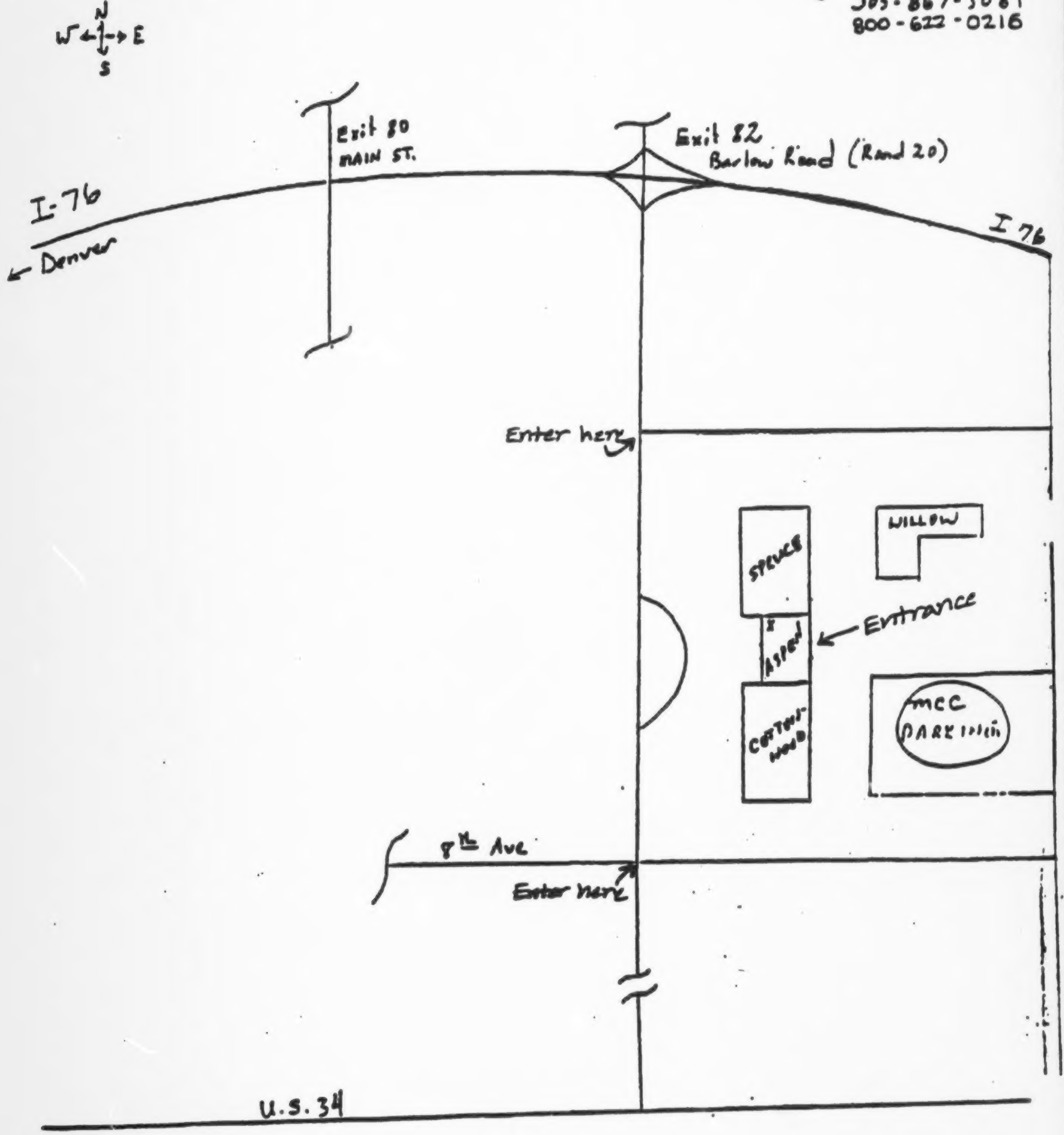
How: **Contact Beverly Haley at (800) 622-0216 to register. There is no cost for this event! You may earn one CSU graduate credit for only $34.00 (optional).**

Sponsored by the Colorado Community College and Occupational Education System (CCCOES). Martelle Chapital, Program Manager (303) 620-4000.

Hosted by Morgan Community College and the Eastern Plains Professional Development Center, Beverly Haley Coordinator (800) 622-9216.

Coordinated by Colorado State University, Brent Jacobsen, faculty of the School of Occupational and Educational Studies (303) 491-6698.

Morgan Community College
17800 Road 20
Ft. Morgan
303-867-3081
800-622-0216


N
W
E
S
Exit 80
MAIN ST.
Exit 82
Barlow Road (Road 20)
I-76
← Denver
I 76
Enter here
WILLOW
SPRUCE
ASPEN
Entrance
COTTONWOOD
MCC
PARKING
8th Ave
Enter here
U.S. 34

Program Area: Guidance and Counseling
State Plan Goal/Objective: 3.3
Project Title: FAS TEC...PLUS / guidance, counseling and placement

SUCCESS STORY

During the fall of 1990 a young man was brought to our office. We were told he needed a job and a safe environment. He was interviewed and it was decided that he would make a good addition to the project staff. Funding was secured and a young man named, George Awuah (JoJo) became part of the Fas Tec plus...team.

JoJo had come to the United States from Liberia during the previous summer. He was to enroll in school so he could continue his education in electronics. While JoJo was here, a civil war broke out in Liberia. His parents were taken hostage by the rebels and his brother and sister were taken to a refugee camp. JoJo lost all contact with his family. Through the efforts of the school counselor, Frank Green and the school administrative staff, JoJo was enrolled at Pickens Tech Center. Shortly after JoJo's enrollment, Mr. Green brought JoJo to us.

JoJo worked with Judy Roberts and the Fas Tec plus... project through out the school year. During his employment with us, JoJo went through a great deal of stress and depression trying to deal with his fear and personal losses. With his parents status remaining the same, he had no means of financial support, nor did he have a family to provide emotional support. Frank found JoJo a family with whom he could live and Judy found additional funding to pay for his necessities. All of us together kept his spirit up and encouraged him to keep going. Several times JoJo thought he would have to quit school and could not see how he could continue. Each time he turned to the school for help. Fortunately we were able to find the resources necessary to keep JoJo in school. Today June 3, 1991, JoJo graduated!!

Speaking for Fas Tec plus . . . and Fas Trac, this program has been a rewarding experience. It has contributed to JoJo staying in school. It would not be an exaggeration to say that this program made the difference for JoJo between success and dismal frustration and failure. Thank you CCCOES for providing the funding for this project.

Program Area: Guidance and Counseling
State Plan Goal/Objective: 3.3
Project Title: Career Planning and Employment Skills
for Ethnic Minority Students

One student, male, hispanic, age 40, who was underemployed in an organization where the office politics were creating a dysfunctional environment for him, was able to re-evaluate what his goals were and to make some potentially difficult decisions about leaving that position. By the end of the term he decided that he would indeed leave the offensive position and accept a position as director of a small organization. His willingness to share his own situation and to explore his options, using the issues of his job as a laboratory for evaluating his priorities was a pivotal opportunity for him. Our class focused on the notion that "while you cannot change what goes on around you, you can change how you respond to it." He recognized the value in this attitude and did something positive about his situation. His success encouraged others in the class to change their situation. That particular class was a success story in itself.

CURRICULUM

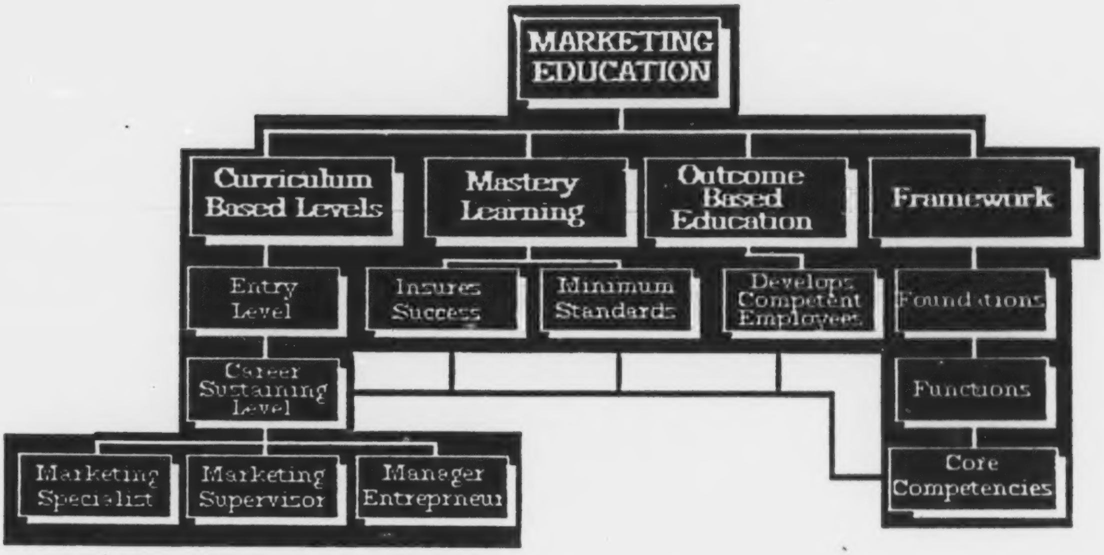
TITLE II, PART B

APPENDIX

Marketing Education

CDC

A Guide to a Competency-Based Mastery Learning Marketing Education Program


MARKETING EDUCATION
Curriculum Based Levels
Mastery Learning
Outcome Based Education
Framework
Entry Level
Insures Success
Minimum Standards
Develops Competent Employees
Foundations
Career Sustaining Level
Functions
Core Competencies
Marketing Specialist
Marketing Supervisor
Manager Entreprneur

Presented by:

Charles P. Autrey
Marketing Education
Teacher-Coordinator
Career Development Center
St. Vrain Valley School District
Longmont, Colorado

TABLE of CONTENTS

Introduction Page 1
Setting Page 1
Math Credit Page 1
The Marketing Curriculum Page 2
Framework Page 3
Core Competencies Pages 4-8
Curriculum Based Levels Pages 9-10
Mastery Learning Page 11
Grade System Page 11
Program Completion Page 11
Core Curriculum Page 12
Summary Page 12
Glossary Pages 13-14

Appendices

Sample/Grading Scale Page A
Sample/Quarter Grade Sheet Page B
Sample/Quarter Outlines Page C
Sample/Parent Letters Page D
Sample/Training Plan Page E
Sample/Student Competency Record Page F

INTRODUCTION

As the Marketing Education Program at CDC has developed over the years, changes have taken place daily within the business world. In order to offer a continually updated curriculum, it has been necessary to build upon a nationwide direction. That direction is to formalize, as well as unify that material that is being taught to high school students in marketing programs. True, every student across this country is different, as is every city, school, and environment that these students are a part of. So, why unify a curriculum when all these differences exist? It was best stated in 1980 and then again in 1984 in a mission statement made by Harlen Samson.

> "The mission of Marketing Education at prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system".

Taking this into consideration, the current mode of operation of the Marketing Education program at CDC is presented in the following pages. It is intended that this information be presented so that anyone who has a concern or question about this program will be able to have most concerns answered as well as an understanding of all aspects of the program.

SETTING

The Career Development Center (CDC) is located on the south side of Longmont, Colorado. It is part of and serves students and adults from the St. Vrain Valley School District. Students from Boulder Valley School District also have the opportunity to attend CDC. Students who attend CDC do so in conjuction with their normal high school schedule. Busses are provided for transportation to and from each of the six high schools in the St. Vrain Valley District.

Credit for the Marketing Education program follows the same guidelines as other courses in the student's home high school. In addition to credit for the class, students in both the first and second year of the program have the opportunity to receive credit for working at a marketing related job. Both the class credit as well as the job credit are considered electives toward graduation.

MATH CREDIT

Students in the Marketing Education program have the opportunity to receive math credit upon completion of the program. If a student does so, reduction of the elective Marketing credit will be necessary.

THE MARKETING CURRICULUM

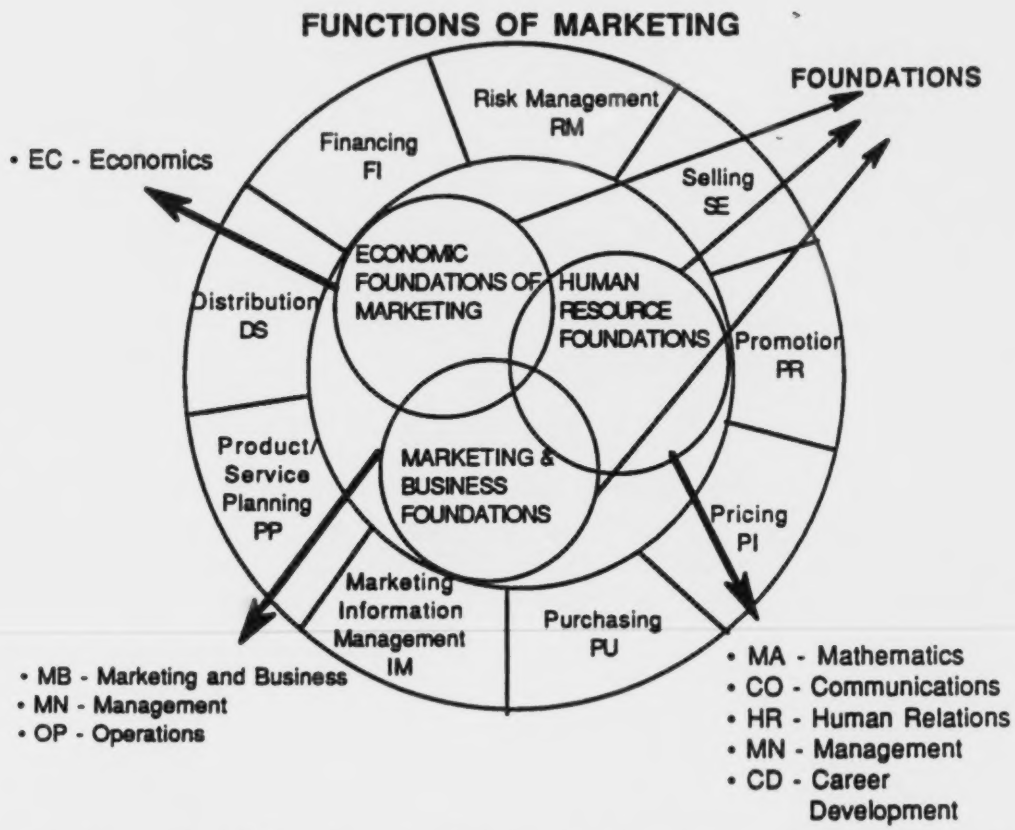
Based on research and information gathered from indusrty as well as students, teachers, and marketing educational specialists, a National Curriculum Committee has spent years developing core competencies. From these core competencies, a curriculum framework (see Illustration F) was developed to assist in establishing a direction for Marketing Education programs. This curriculum framework offers a basic arrangement and organization of curriculum for marketing. At CDC we have adopted the core competencies and the framework and have designed our curriculum utilizing them. In addition, we have purchased materials from the MarkEd Curriculum Consortium. This consortium took the core competencies and developed specific objectives. These objectives lead to the development of Learning Activity Packets (LAPs). These LAPs can be either student or teacher generated and incorporate all of the necessary information to successfully understand and complete a competency.

We have taken the competencies and objectives and developed an Outcome Based (see glossary) Curriculum. This curriculum includes LAPs and addresses local and national industry needs. In this way, we are able to offer students the opportunity to be competitive with individuals from other parts of the nation.

Any one student can challenge their abilities and skills by working toward various levels that are created using the above mentioned framework and competencies (see "Levels" following this paragraph). The objective for the first year of the Marketing Education program is to have every student reach the Career-Sustaining Level by completing the ninty-nine identified competencies. Once a student has achieved this, they have the opportunity to continue with the program and advance through the remaining three levels. Some of the Marketing Specialist competencies are also covered in the basic course outline, but the majority are left for those students who choose to advance. The second year of the Marketing Education program at CDC allows students to work in a self-paced environment, utilizing the more advanced competencies and objectives that have been listed in the framework and explained in the "Levels" listing.

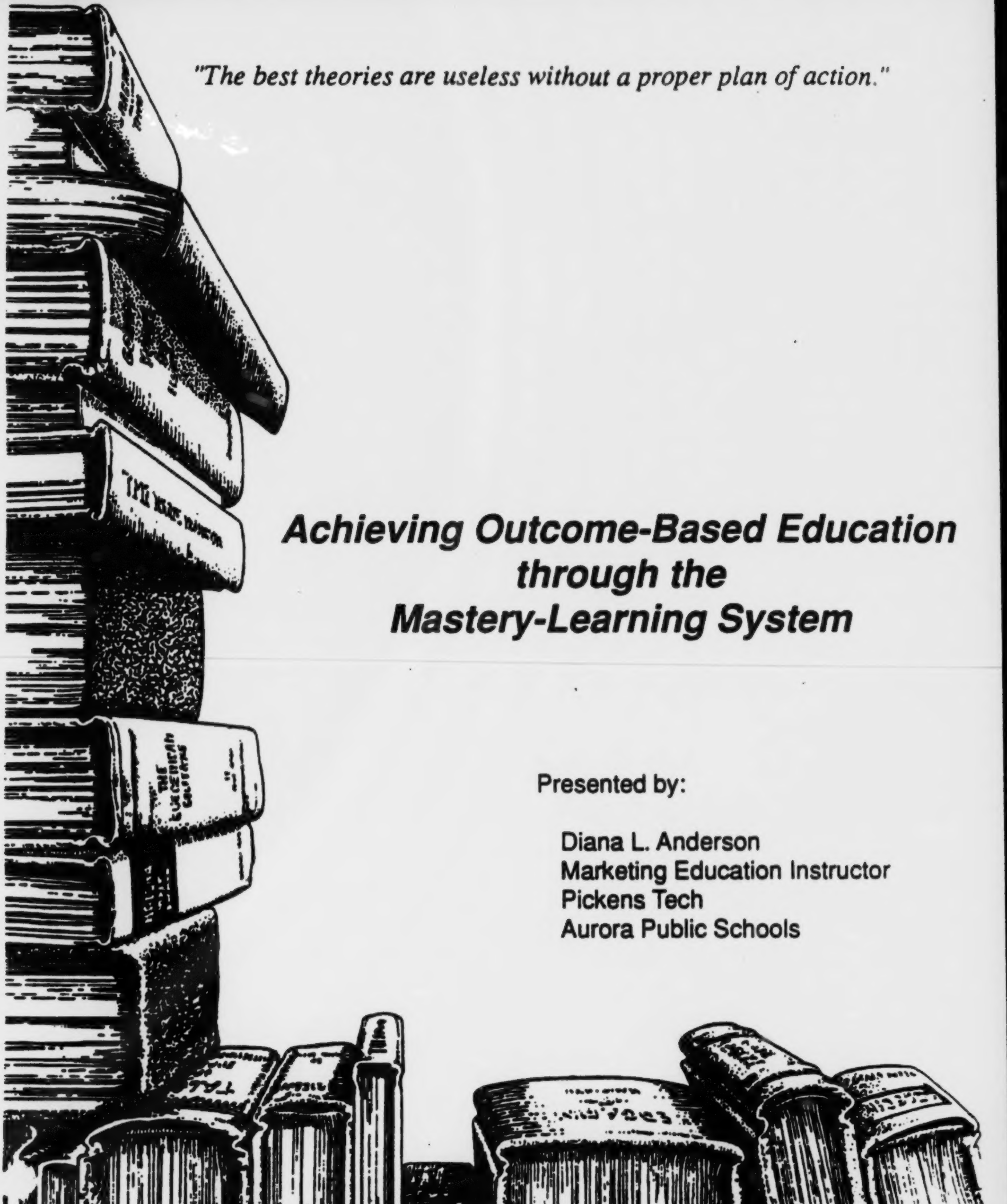
THE FRAMEWORK

ILLUSTRATION F


FUNCTIONS OF MARKETING
FOUNDATIONS
• EC - Economics
Financing
FI
Risk Management
RM
Selling
SE
Distribution
DS
ECONOMIC FOUNDATIONS OF MARKETING
HUMAN RESOURCE FOUNDATIONS
Promotion
PR
Product/Service Planning
PP
MARKETING & BUSINESS FOUNDATIONS
Pricing
PI
Marketing Information Management
IM
Purchasing
PU
• MB - Marketing and Business
• MN - Management
• OP - Operations
• MA - Mathematics
• CO - Communications
• HR - Human Relations
• MN - Management
• CD - Career Development

This framework may be defined as the basic arrangement or organization of curriculum for marketing. It represents the basic skeleton of the curriculum, i. e., the broad areas to be addressed by various marketing curricula and the relationship of those areas to one another. This framework is not to be confused with the core curriculum; they are not one and the same. Rather, the framework provides a system of organization within which the core competencies, hence the core curriculum, are arranged. It is important to note that in any given term of the program, not all of the framework but only those appropriate for the level and breadth of that particular class.

This two-part framework recognizes "foundations for marketing" and the "functions of marketing." The foundations represent the inner, supporting competencies that must be mastered if those competencies addressing the marketing functions themselves, which represent specific aspects of education for and about marketing, are to have relevance to student learning.



"The best theories are useless without a proper plan of action."

Achieving Outcome-Based Education through the Mastery-Learning System

Presented by:

Diana L. Anderson
Marketing Education Instructor
Pickens Tech
Aurora Public Schools

TABLE OF CONTENTS

MASTERY LEARNING DEFINED

INTEGRATION OF VOCATIONAL AND ACADEMIC EDUCATION

GLOSSARY OF TERMS

APPENDICES:
Competency List Example
Student Competency Record Example
Variable Point Grading System Examples:
Calendars
Point Systems

MASTERY LEARNING DEFINED

MASTERY-LEARNING DEFINED:

a systematic approach to

student evaluations

that encompasses

maximum standards

and

criterion-referenced testing

Mastery Learning:

1. requires students to demonstrate MASTERY of the subject matter, not just memorization of it.

2. uses a sequence set by the teacher which usually includes:
   instruction
   feedback (formative tests, exhibitions)
   corrective procedures (remediation)
   feedback (formative tests, exhibitions)

3. individualizes the program - designed by the teacher to fit the need of the class and the curriculum

4. creates a cooperative learning environment rather than a competitive one
   grading curve
   peer tutoring
   student days

5. allows the teacher to become an instructional leader and learning facilitator instead of rule-maker and director of competition

6. enables the students to take responsibility for learning and demonstration of learning

7. is based on the belief that all students want to learn and can learn

8. allows testing to become a positive rather than a negative experience

9. allows the students to:
   become excited about learning
   believe they can learn

10. the teacher to teach rather than being a disciplinarian

IMPLICATIONS OF MASTERY-LEARNING

1. Remediation

2. Pacing

3. Evaluation

    a. Criterion-referenced
    b. Summative vs. Formative
    c. Test - Retest

4. Teacher Accountability

    a. Student Competency Records
    b. Involvement of Business and Community

5. Teaches the students:

    a. Responsibility
    b. Time Management skills
    c. Self-Esteem Building Skills

6. Readily permits:

    a. Program Identification
    b. Articulation with Other Education Institutions

CONCLUSIONS REACHED FROM MASTERY-LEARNING RESEARCH

Achievement Evidence definitely favors mastery learning in the acquistion of cognitive skills.

Variability: Mastery-learning has proven to be effective in reducing the amount of variability in acheivement and retention within a group of students.

Retention and Transfer of Learning: Only a few studies examine these outcomes. The evidence favors mastery-learning.

Student Attitudes: Studies of affective outcomes favor mastery-learning.

Time Consequences: Mastery strategies seem to require much greater student study time, but there is some evidence to suggest that slow learners tend to learn more quickly as they progress through a series of mastery-taught units. Moreover, students have been found to spend a larger proportion of time in active learning when required to study to mastery.

Individual Differences in Entry Characteristics: In a few studies, mastery strategies have been shown to minimize the effect of student entry characteristics on subsequent learning. Mastery approaches tend to reduce the usual relationship between intelligence and achievement.

Mastery or Criterion Levels: The unit mastery requirement has been show to have the strongest impact on student's learning of any component of the strategy.

Correctives: There are indications that practice is not as effective as reinstruction and reinvolvement in improving education.

Implementation/Dissemination Materials: There is a limited number of materials now developed to assist in the dissemination and implementation of mastery strategies, both pre-service and in-service teacher training.

-- Ryan, Doris W. and Schmidt, Martha; *Mastery Learning: Theory, Research, and Implementation.* Toronto, Ontario: The Ontario Institute for Studies in Education, 1979, pp. 56-57.

Glossary of Terms

Affective Domain: Beliefs, values, and attitudes necessary for successful employment.

Cognitive Domain: The knowledge necessary for successful performance.

Competency: An activity which a person performs in an occupation which is both observable and measurable and which forms the basis of competency based/outcome based curriculum.

Competency-Based Education: An instructional system based upon the skills, knowledge, and attitudes which must be attained in order for the student to perform successfully.

Criterion-Referenced Evaluation: Measuring the learners performance against predetermined criteria.

Duty: A cluster of related objectives/tasks that help achieve a competency.

Learning Activity Packet: LAP; A written version of the material to be presented that addresses specific objectives/tasks.

Mastery-Learning: A systematic approach to student learning that encompasses minimum standards and criterion-referenced testing. The teacher delivers instruction through any appropriate method. Periodically, the teacher applies formative testing to determine the attainment of competencies appropriate to the content. Upon completion of the content the teacher applies the summative test. Students who do not meet minimum levels of performance will receive remediation and retesting until minimum levels are achieved.

Minimum Standards: The minimum acceptable score on a test, quiz, or assignment. If the minimum is not reached, the test or quiz must be retaken or the assignment revised.

Outcome-Based Curriculum: A competency-based system.

Remediation: The provision of additional opportunities in order for the student to obtain competence.

Standard: The predetermined criteria of a performance objective.

Student Competency Record: A form containing all of the competencies identified by an industry and at the curriculum planning level. An SCR is used for in-school recordkeeping and certification of competence.

Student Time: Those days or hours when the individual student is responsible for planning his/her activities. Student time may be used for remediation, enrichment activities, or specialized competencies.

Task Analysis: The process of identifying task conditions and standards, enabling objectives, and expected outcomes. The basis for competency-based/outcome-based curriculum and instruction.

Teacher Time: Those days or hours when the teacher is responsible for planning an activity for the entire class. Teacher time will focus on those competencies needed by the entire group. Activities may include lectures, discussions, films, speakers, field trips, etc.

Variable Points Grading System: A flexible grading system in which students are given a point system for assigning letter grades. Each student has some flexibility in deciding how he/she wishes to earn points for the desired letter grade.

Levels of Curriculum Development

Entry-level marketing occupations involve standard or routine activities with limited need for decision-making skills. These jobs may be obtained by individuals with no previous marketing education, experience, or commitment to a marketing career. Competencies required to secure and hold such a job address good personal appearance, general business behavior, and basic skills such as math and communications.

Career Sustaining-level marketing occupations involve performing more complex duties, using routine decision-making skills, and limited control of one's own working environment. Individuals in a career sustaining level job should have a basic understanding of the marketing concept and its foundations and have indicated an initial interest in marketing as a potential career.

Marketing Specialist involves frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function. Individuals at the marketing specialist level need to have a thorough understanding of the marketing concept and its functions.

Marketing Supervisor involves a high level of competence in decision-making and leadership. Individuals in this role are responsible for planning, coordinating, and supervising people and/or marketing-related activities.

Manager/Entrepreneur implies competence in a variety of tasks related to owning one's own business or managing a department within an organization. Individuals at this level are fully responsible for the success or failure of a unit within an organization or of a small business enterprise. A comprehensive understanding of marketing and management competencies is required to function in this role.

INTERGRATION OF VOCATIONAL AND ACADEMIC EDUCATION

Vocational-Academic Integration

"WHY?"

1. Emerging Job Requirements
2. International Competition
3. Current Student Performance
4. Employer Concerns
5. Application and Transfer of Knowledge
6. Economic
7. Federal Legislation Mandates

Information courtesy of B. June Schmidt, Virginia Polytechnical Institute and State University

Integrating Vocational and Academic Education

Observation of activities, processes, and outcomes as follows will indicate that integration of vocational and academic education is occurring.

1. Instructional emphasis in both vocational and academic courses is on application and transfer of learning to real-life situations (uses) rather than on learning of concepts only.

2. Vocational and academic teachers plan together for coordinated instruction, including reinforcing content in basic competencies taught in the others' courses and developing coordinated projects.

3. Each student adopts a program of study that will prepare the student for employment upon graduation and for continued education at a post-secondary technical institution or a 4-year institution.

4. Instructional emphasis is given to developing dispositions, or attitudes, needed for teamwork and collaboration in the work environment.

5. Vocational and academic teachers work together to engage students in learning that requires critical-thinking and problem-solving skills.

6. Higher expectations of achievement are adopted for students from the lower or "half-forgotten" population, typically non-college bound students.

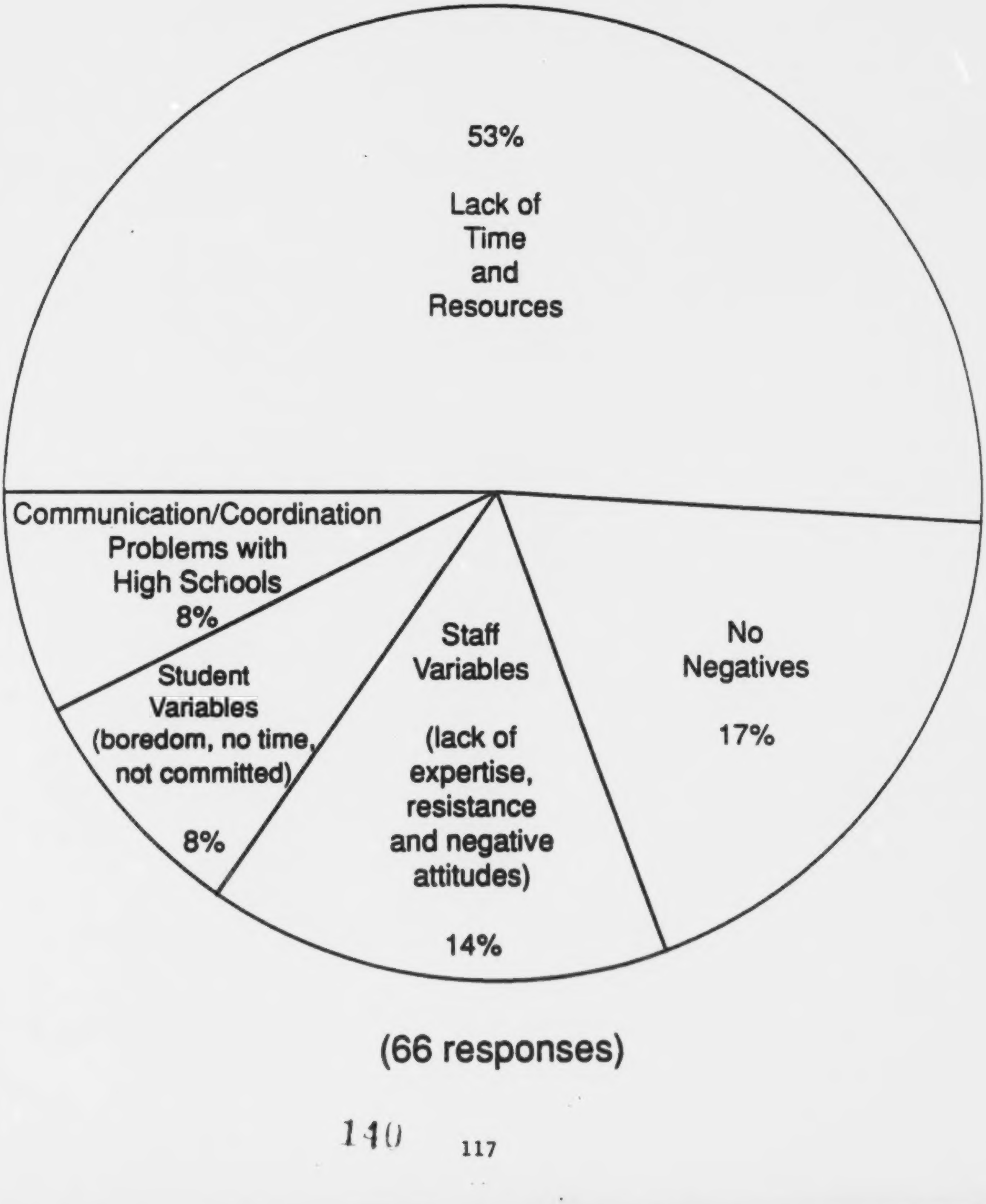
7. Administrators and supervisors provide an environment that fosters the development of cooperative instruction between academic and vocational teachers.

8. Follow-up data confirm student adaption to a technical world.

9. Teachers, both vocational and academic, form linkages with business and other organizations in the community to facilitate students' transition from school to work.

INTEGRATION

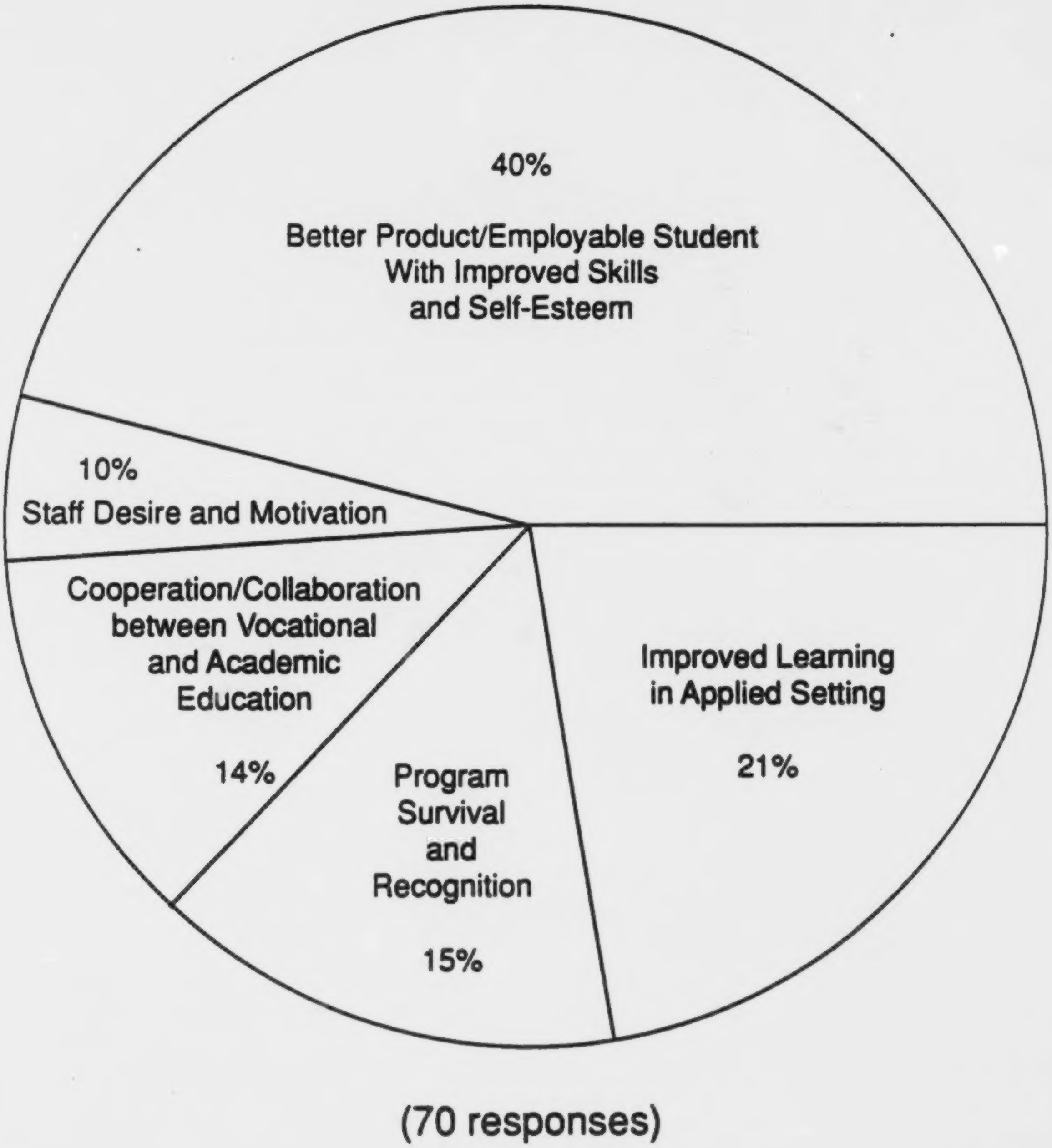
Negatives



(66 responses)

INTEGRATION

Positives



(70 responses)

CCCOES Integration Project Abstract

The impact of global, technological, economic and demographic trends are bringing about significant changes in the American workplace and workforce (Hudson Institute, 1987; Naisbitt & Aburdene, 1990). Simultaneously, several national reports indicated that many high school graduates cannot read, write, compute or perform well enough to find or maintain meaningful work (Education Commission of the States, 1983; Gardner, et al, 1983).

These issues combined to bring about the educational restructuring movement and changes in the Carl Perkins Reauthorization Act. One of the outcomes is the integration of academic and vocational education. A variety of innovative strategies for implementing integration have been identified nationally and in Colorado. This project developed a literature review of the national trends toward integration and conducted site visits of exemplary programs within the state.

There is a concern that vocational educators may not possess the requisite academic skills and concepts underlying their program areas (Bottoms, 1988; Hawley, 1986; Feldman, 1988). This project is charged with coordinating, developing and delivering inservice workshops for secondary and postsecondary vocational educators to assist them with curriculum development and revision, as well as, academic skill upgrading.

Project Outcomes:

1) Conducted seven on-site visits to secondary institutions and developed a report for CCCOES on the Model Integration Programs in Colorado.

2) Using the ERIC database, a literature search was conducted and a summary report written for inclusion in the Integration Task Force Concept Paper. Technical assistance was provided to the writing team of the Concept Paper.

3) Coordinated, developed and delivered 3 inservice workshops for secondary and postsecondary vocational teachers and administrators in Colorado.

4) Provided technical assistance to Boulder School District in developing strategies for integration.

5) Made a presentation on the Colorado Models of Integration at the national outcome-based curriculum conference.

Recommendations:

Many requests from local school districts to continue the state integration efforts, local educators are interested in technical assistance, resources, and workshops related to the integration of basic skills.

Continue curriculum development efforts related to basic skill outcomes and collaborative efforts with CDE.

Identification of postsecondary institutions efforts in Colorado in the areas of integration of basic skills.

Develop a resource list of materials available to work with local education agencies.

PROFESSIONAL DEVELOPMENT CENTERS

Professional Development Centers were phased out in June 1991. Project Coordinator left this position October 1990 to work on the federally funded integration project. A meeting was held to discuss position, regional coordinators and coordinator felt that due to the decrease in funding that regional coordinators could complete their activities without filling the position. Regional coordinators were to report to Norma Zarlow, CCCOES.

Outcomes:

Coordinator was to distribute fall newsletter. Activity completed, newsletter enclosed.

Coordinator met with regional coordinator and discussed objectives for fiscal year. Activity completed.

Coordinator met with articulation specialist on regular basis. Activity completed. Brochure enclosed. Articulation specialist was to report to Pat McGuire.

Coordinator was to conduct GESA training session and end of year debriefing. Activities completed. Minutes enclosed. Third party evaluation was contracted and supervised by Hartley spring 1991. Evaluation was sent to Sex Equity Coordinator and Vice President for Instruction.

Coordinator requested that existing funds be utilized to fund state integration initiatives. Dr. Jaime Stefan was hired to coordinate these activities with CCCOES.

Recommendations:

Based on the third party evaluation of GESA activities it is highly recommended to continue these activities. There is a great deal of support for this initiative, and in addition, this curriculum approach allows for restructuring of content curriculum.

Many requests from local school districts to continue the state integration efforts, local educators are interested in technical assistance, resources available, and workshops related to the integration of basic skills into vocational education.

Continue curriculum development efforts related to basic skills outcomes and collaborative efforts with CDE.

Promote professional development needs of vocational educators and community college personnel. Must continue linkages with various providers, including vocational teacher education.

MODEL INTEGRATION PROGRAMS IN COLORADO

Jaime Wright Stefan, Ph.D.
Colorado State University

Spring, 1991

These model programs were identified by Colorado Community College and Occupational Education System as representative of integration programs in Colorado. Although we knkow that many schools and school districts are working toward integration, these schools and school districts were chosen by CCCOES to be representative of the secondary programs in the state.

The following people were interviewed for this project:

Ms. Jeanie Pollack 303/344-8060
Aurora Public Schools
500 Buckley Road
Aurora, CO 80011

Don Fuller 303/344-4910
T.H. Pickens Technical Center
500 Buckley Road
Aurora, CO 80011

Dr. Joseph Helbling 303/352-1543
Weld County Schools - 6
811 15th Street
Greeley, CO 80631

Mr. Glenn Edwards 303/773-1184
Cherry Creek Schools
9150 East Union Avenue
Englewood, CO 80111

Mr. Alan Nelms 719/549-7172
Pueblo County Schools #60
315 West 11th
Pueblo, CO 81002

Ms. Linda Williams 303/482-7420
Poudre R-1 School District
2407 LaPorte Avenue

Dr. Laddie Livingston 303/874-4438
765 2075 Road
Delta, CO 81416

Ms. Nancy Frink 303/667-5374
Loveland High School
920 West 29th
Loveland, CO 80537

MODEL INTEGRATION PROGRAMS
IN
COLORADO

Poudre R-1 School District

The Poudre R-1 has undertaken a three year futuring process to determine the skills and knowledge needed by students to prepare them for postsecondary education and/or the world of work. The school district developed and implemented a core curricula for secondary student that is based on learner outcomes. The vocational program areas with innovative programs include: Business Education, Principles of Technology, Aerospace in the high school, and Applied Human Sciences (had been Home Economics).

Contact Person:

Ms. Linda Willams
Poudre R-1 School District
2407 LaPorte Avenue
303/482-7420

Weld County District 6

The Weld County School District has undertaken a strategic planning process to analyze the impact of change in their community. They have developed a mission statement and defined their goals. They have undertaken a needs assessment and a demographic study of building needs. The school district has adopted the strategic plan including recommendations for program development, revision, reduction or elimination.

The district decided to implement an outcome-based educational system that includes curriculum, instruction, evaluation and management with learner outcomes. The vocational education faculty began to integrate academic and vocational education and have revised their curricula in the areas of Agriculture, Horticulture, Marketing, Business, Industrial Cooperative Education, Occupational Work Experience, Hospitality Careers, Consumer and Homemaking, Auto Technology, and Technology Education.

Contact Person:

Dr. Joseph Helbling
Weld County Schools - 6
811 15th Street
Greeley, CO 80631

Delta County Joint School District #50

The Delta School District was faced with critical community issues and came to the conclusion that the rapid rate of technological change was dramatically affecting their community and that significant changes - the delivery of education had to be made regardless of the resources limitation. Delta schools reassessed and redesigned all educational components. The high school builds on the middle school learner outcomes of use of a word processor, familiarity with data communications, product use of documents at "industry standard," and speaking effectively before groups.

The high school has four "Centers" of learning to support and enhance the core curriculum. The "Centers" include:

- Center for Applied Learning that provides experiences in all types of technologies.
- Assessment and Computer-Assisted Learning Center for students to acquire career and continuing education information, computer-assisted instruction in life skills, etc.
- Research and Document Production Center provides contact with worldwide data services and extensive print materials, etc.
- Center for Creativity and Performing Arts proved expensive resources for development of music and art.

Contact Person:

Dr. Laddie Livingston
765 2075 Road
Delta, CO 81416
303/874-4438

Aurora Public Schools

The Aurora School District has undertaken a strategic planning process and developed student, performance-based, outcomes pertinent to success in occupational fields.

Pickens Technical Center conducted an employers needs assessment and found that employers were concerned with the lack of academic basic skills of entry level applicants. Pickens Tech developed and has implemented a three year implement action plan to integration. They have: 1) developed a framework of basic skills and identified skills necessary for success in each vocational program, 2) provided professional development, 3) created a test bank to assess strengths and weaknesses, 4) developed strategies for implementing basic skill remediation, 5) pilot tested basic skill assessments, 6) created a basic skills lab for remediation and enrichment of basic skills, 7) and provided training for professionals to apply basic skills learning to their curriculum.

Contact Person:

Ms. Jeanie Pollack
Aurora Public Schools
500 Buckley Road
Aurora, CO 80011
303/344-8060

Don Fuller
T.H. Pickens Technical Center
500 Buckley Road
Aurora, CO 80011

Cherry Creek School District

Cherry Creek District undertook strategic planning seven years ago. A Blue ribbon Committee coordinates programs and tries to stay on top of where the District needs to go. The District has experienced a seventeen million dollar budget cut and is experiencing the ripple effects.

The school district has not gone to outcome-based curriculum. They are beginning to infuse the Colorado Employability Skills into the vocational curriculum.

Cherry Creek has one of the first integrated programs at the Alternative High School that serves "at risk" students. The high school combined vocational education and special needs to create an inter disciplinary faculty.

Cherry Creek was instrumental in designing and piloting the Principles of Technology curriculum. It has now evolved into a three track course depending upon the student's mathematics background.

Cherry Creek developed a cross-district writing to collaborate on the development of curriculum for career education in the elementary and middle schools. These materials have been distributed to all schools in the district.

The district has developed an Aviation Careers Program which is a 1 + 2 program based on articulation agreements with Aurora and Arapahoe Community Colleges. The program is designed to produce pilots,reservation personnel, and flight attendants.

Contact Person:

Mr. Glenn Edwards
Cherry Creek Schools
9150 East Union Avenue
Englewood, CO 81002
303/773-1184

Loveland High School

Loveland High School has used a team approach to integration with administrators, school counselors, and teachers. The administration has provided FTE to allow the integration process to develop.

The school has developed some interesting projects of English and History, Applied Economics (a collaboration of Business and Economics), and Business-English teaming for word processing classes.

Business Education has opened up the business classes to all students. There is a collaborative effort with Marketing, Home Economics and Business in the Coop Program, Career Development and Training. This class includes job development, time management, human relations, etiquette, etc. It is a required course for all vocational cooperative program students. The Bridges Program builds alliances to the private sector by pairing a business representative with a teacher to develop filed trips and curricula for courses. The business representative acts as a mentor and provides internships and shadowing experiences.

The career counselor provides guidance and career development curricula in English classes. Each year the students four years, the career counselor conducts assessments and gives feedback to student on their personal interests, abilities and career options and decision making.

Contact Person:

Ms. Nancy Frink
Loveland High School
920 West 29th
Loveland, CO 80537
303/667-5374

South High School

One of the Marketing Teachers at South High School shows how an individual teacher can integrate academics into his vocational curriculum. He developed an action plan that included:

1) Identify the academic subjects presently taught in vocational courses.
2) Calculate the amount of time spent teaching academic content.
3) Adjust the curricula to comply with guidelines set by school credit requirements.
4) Create a program that allows school administrators, academic teachers, parents, students, and vocational teachers to benefit from giving academic credit for

vocational courses.

5) Set standards that can be approved by school accreditation association.
6) Students receive academic credit for vocational courses.

Contact Person:

Mr. Alan Nelms
Pueblo County Schools #60
315 West 11th
Pueblo, CO 81002
719/549-7172

GESA Minutes

Debriefing meeting, June 19, 1991, Red Rocks Community College

Members present:

Theona Hammond-Harmes
Karen Ketchum
Pat McGuire
Nancy Hartley

Nancy welcomed everyone to the meeting. Stated that the purpose of the meeting was to work with trainers who have been active this year in providing GESA training and to debrief and talk about what worked and what did not work related to the training. Some trainers were unable to attend, but did provide input for this session. Those included: Leslie Markle, Eastern Region; and Phil Rouse, Aimes Community College.

GESA STRENGTHS:

-Tremendous need for GESA identified by school districts in the field.
-Third party evaluation indicated that by and large school districts were pleased with GESA training.
-GESA materials were helpful to teachers and helped them look at their teaching strategies and methods in a non-threatening way.
-Training process provided support for teachers who wanted to look at alternative methods and/or approaches that would work with all students.
-GESA Awareness Workshops are a good preview for GESA training. Must continue to advertise and follow up with telephone calls after GESA Awareness Workshops. Recommend these be done in early fall.

GESA IMPROVEMENTS:

-It would be good to video segments to watch behaviors. They could be used in the actual training. Theona's going to approach their media technical to see if he would be interested in developing these videos.
-GESA training must begin at square one. Do not assume participants have attended GESA Awareness Workshops and/or that they know anything about GESA.
-Make GESA training relevant for community colleges. Materials must be modified, particularly look at units on touching and moving around the room.
-Should deal with school districts concerning logistics, release time or after school.
-Must continue to pair participants for observation. Some individuals from different schools ended up trying to do observations with people who did not attend the training

and this does not work. Continue to pair with current participants.
- -Must talk about training up front and discuss parameters.
- -May wish to include learning styles and teacher style inventory into units.
- -Must evaluate GESA training to continue to know what works and what does not work.
- -Recommend that a fall orientation session for trainers be conducted if GESA is to continue next year.

By and large, the trainers and professional development center coordinators, were very happy with the GESA efforts and feel, indeed, that this was one way that equity dollars could have an impact in the school system. This approach, which infused materials into the ongoing curriculum of teachers, was a way to ensure that issues related to gender ethnic expectations were continued in an ongoing manner. Follow up of districts participating in the process proved that teachers were more aware of their behaviors and of appropriate behaviors after attending GESA Workshops.

GESA Training Sites - 1990-1991

-Pikes Peak Community College
-Jefferson County Public Schools
    (Included teachers from approximately 8 schools)
-Adams County
-Byers
-District 51
    (2 Classes)
-Glenwood Springs - Fall 1991

GESA TRAINERS

Theona Hammond-Harms
Red Rocks Community College
13300 W. 6th Avenue
Lakewood, CO 80401
988-6160

Phil Rouse
Associater Dean
Aims Community College
P.O. Box 69
5401 W. 20th Street
Greeley, CO 80636
330-8008 x 320

Leslie Markle
Morgan Community College
Box 131
Hugo, CO 80821
719-743-2732

Karen Ketcham
Admissions Counselor
Lamar Community College
2401 South Main Street.
Lamar, CO 81052
719-336-2248

Carroll Harr
Adams County High school
District 14
4720 E. 69th Street
Commerce City, CO 80022
289-3111 x 343

Helen Gabriel
Mesa College
Box 2647
Grand Junction, CO 81502
303-248-1912

Helen's Trainers:

Lydia Trijulo - Dist 51
245-1788

Corine Hesslink
245-2836

Pam Kime
Colorado Mtn. College
Spring Valley Campus
3000 County Road 114
Glenwood Springs, CO 81601
945-7481

6/24/91

PROFESSIONAL DEVELOPMENT CENTERS

Professional Development Centers were phased out in June 1991. Project Coordinator left this position October 1990 to work on the federally funded integration project. A meeting was held to discuss position, regional coordinators and coordinator felt that due to the decrease in funding that regional coordinators could complete their activities without filling the position. Regional coordinators were to report to Norma Zarlow, CCCOES.

Outcomes:

Coordinator was to distribute fall newsletter. Activity completed, newsletter enclosed.

Coordinator met with regional coordinator and discussed objectives for fiscal year. Activity completed.

Coordinator met with articulation specialist on regular basis. Activity completed. Brochure enclosed. Articulation specialist was to report to Pat McGuire.

Coordinator was to conduct GESA training session and end of year debriefing. Activities completed. Minutes enclosed. Third party evaluation was contracted and supervised by Hartley spring 1991. Evaluation was sent to Sex Equity Coordinator and Vice President for Instruction.

Coordinator requested that existing funds be utilized to fund state integration initiatives. Dr. Jaime Stefan was hired to coordinate these activities with CCCOES.

Recommendations:

Based on the third party evaluation of GESA activities it is highly recommended to continue these activities. There is a great deal of support for this initiative, and in addition, this curriculum approach allows for restructuring of content curriculum.

Many requests from local school districts to continue the state integration efforts, local educators are interested in technical assistance, resources available, and workshops related to the integration of basic skills into vocational education.

Continue curriculum development efforts related to basic skills outcomes and collaborative efforts with CDE.

Promote professional development needs of vocational educators and community college personnel. Must continue linkages with various providers, including vocational teacher education.

PROJECT STAFF

DONNA BROOKHART
Manager of Professional Development
and Curriculum
Colorado Community College
and Occupational Education System

NANCY HARTLEY
Coordinator, Professional Development
Centers
Colorado State University

JEAN BRADY
Articulation Specialist
Front Range Community College

PAT MCGUIRE
Curriculum Assistant
Colorado State University

The Colorado Community College and Occupational Education System does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age or handicap in admission or access to, or treatment or employment in, its educational programs or activities.

ARTICULATION:

THE CRITICAL LINK TO EDUCATIONAL OPPORTUNITIES

SPONSORED BY

COLORADO
COMMUNITY COLLEGE &
OCCUPATIONAL EDUCATION
SYSTEM

WHAT IS ARTICULATION?

Articulation is a planned process linking two or more educational systems to help students make a smooth transition from one level of instruction to another without experiencing delays or loss of credit.

WHAT ARE THE BENEFITS TO STUDENTS?

Students will be able to transfer credits from one community college to another. Credits shall apply to program requirements for A.A.S., A.S., A.A., or A.G.S. degrees or occupational certificates. This will increase the likelihood of educational attainment and retention for students and will eliminate duplication of courses, fees, and time for students. Students can better plan their career goals and can be assured that their curriculum/program can be transferred to other institutions within the system.

WHAT ARE THE BENEFITS TO TEACHERS?

Coordination of curriculum, both within and across program levels is improved. Continuity of program offerings as well as communication is enhanced. Responsiveness to business and industry is improved. Articulation supports outcome based education, eliminates duplication and defines responsibilities.

WHAT IS THE RELATIONSHIP BETWEEN ARTICULATION AND CURRICULUM?

Articulation is needed if we are to achieve outcome based education system-wide. The basic premise of outcome based education is that a program has identified tasks/outcomes that are transferrable to another institution, ensuring the student that his/her educational programming is enhanced within the system and duplication is eliminated. Thus, articulation provides a yardstick for defining where the student is in the curriculum process.

HOW IS ARTICULATION BEING FACILITATED AT THE STATE LEVEL?

A five-year plan has been developed to assist in implementing articulation throughout the system. Program managers will identify a number of program areas per year that will be reviewed by teacher steering committees. Steering committees will examine and write suggested performance objectives.

WHAT IS A STATE RECOMMENDED TASK LIST?

A state recommended task list is a compilation of the technical skills needed by a student for entry level employment in a specific occupation. The task list is developed and/or validated by a state technical committee comprised of incumbent workers.

HOW DOES THE STATE RECOMMENDED TASK LIST RELATE TO THE FUNCTION OF THE PROGRAM SPECIFIC STEERING COMMITTEE?

The work of the program specific steering committee begins with the state technical committee recommended task list. The steering committee is responsible for identifying the jobs performed in the occupation, academic skills needed to perform each task in the task list, as well as the employability skills needed to be successful in the occupation. The resulting product will identify a core of common occupational elements in each program area.

WHAT IS THE ROLE OF THE LOCAL PROGRAM ADVISORY COMMITTEE?

The role of the local program advisory committee is to provide local verification of the state recommended core of common occupational elements and to recommend addition of tasks, equipment, and facilities modification needed for local implementation.

WHO CONTROLS LOCAL CURRICULUM?

Local districts maintain control of curriculum within their schools. The Colorado Community College and Occupational Education System approves program applications. Program managers work with state technical committees in verifying skills/tasks needed by a student for entry level employment. This information may be taught by teachers at the local level to insure the likelihood of employability of graduates.

For more information related to articulation, or for technical assistance, contact:

DONNA BROOKHART
Manager,
Professional Development
and Curriculum Service
620-4000

PROFESSIONAL DEVELOPMENT and CURRICULUM SERVICES NEWSLETTER

VOLUME II

EDITOR - Dr. Nancy Hartley

Some major changes have occurred recently that have an impact on this newsletter. First, Donna Brookhart has resigned as Program Manager of Professional Development and Curriculum Services and has taken a new position at Colorado State University. Donna will be an instructor with the Teacher Induction Program and will be working with new vocational teachers in the state. Bob Welch, former University of Northern Colorado staff member and marketing educator, will assume some of her responsibilities with the Colorado Community College and Occupational Education System.

Second, Dr. Nancy Hartley has resigned as Coordinator of the Professional Development Centers and Newsletter Editor. She is now coordinating the "Integrating Basic Academic Skills and Vocational Teacher and Counselor Education Curricula" project awarded by the U.S. Office of Education. This was the only contract awarded in this area and Colorado State University was pleased to be selected for this highly competitive award.

Third, the Carl D. Perkins Vocational and Applied Technology Education Act has recently been signed into law. The Colorado Community College and Occupational Education System will be conducting a number of public hearings related to this law. Because of changes in this law, the Regional Professional Development Centers may not be funded. Services will continue throughout this fiscal year. Contact your Regional Coordinator for further developments and let them know they have done a good job!

"I have enjoyed working with the Professional Development Centers, CCCOES staff and local administrators and hope that we have created a network for future possibilities and collaboration as needs emerge."

- Nancy Hartley

STATE ARTICULATION PROJECT

by

C. Jean Brady

As of September 1, 1990, there were approximately 130 formal articulation agreements in place between the community colleges and secondary school districts in Colorado. Plans have already been made to finalize another 50-75 agreements during the 1990-91 school year.

Each community college has designated at least one individual to coordinate all articulation activities. Most have appointed one academic transfer program coordinator and one program/vocational/secondary coordinator.

Colorado is definitely in to program coordination! If any of you need assistance or materials, please contact me at Community College of Aurora, 691 Chambers Road, Aurora, CO 80011 or phone (303) 360-4832.

Professional Development & Curriculum Services Team

Nancy Hartley
- Coordinator of Professional Development Centers
- Editor of Newsletter

Donna Brookhart
- Program Manager for Professional Development & Curriculum Services

Pat McGuire
- Curriculum Services Assistant

Jean Brady
- Articulation Specialist

OUTCOME BASED EDUCATION

Pat McGuire and Donna Brookhart will be conducting several workshops this year on implementation of outcome based education. The workshops will be offered through the CCCOES's Regional Development Centers. For more information about the workshops, contact your Center Director.

McGuire and Brookhart have also just completed a new publication entitled: "From Tasklist to Curriculum." The book is a step-by-step guide for the implementation of outcome based education. It is available from Pat McGuire at Colorado State University (303) 491-6534 for $15.

CURRICULUM ACTIVITIES

From Task List to Curriculum A teacher's guide to outcome-based curriculum is completed and is being used as the text for the curriculum workshops being conducted in various regions by Donna Brookhart and Pat McGuire. Brookhart and McGuire have been preparing the text over the past year. The guide includes a step by step process for developing outcome-based curriculum as well as a resource guide for writing performance objectives, developing evaluation instruments and planning for articulation.

Task analyses in nine ares are due to be completed and printed this year. The areas are: Auto mechanics, appliance repair, welding, drafting, auto body, electronics technician, veterinary aide, physical therapy aide, and teacher education.

The survey on teacher tasks has been completed and the data are being compiled. The data from this task survey will guide how new vocational teachers are prepared for the classroom, lab, and shop. The survey response rate was excellent with over 700 vocational teachers taking the time to complete and return the instrument. The task analysis is currently being edited.

STEPS TO EFFECTIVE TEACHING

Learning is an individual process that is shaped in the classroom. Thoroughly planned lessons, focused instruction, and positive classroom management increase the probability of successful learning.

The effective schooling research base identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior. The "effective schooling practices" include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management; firm, consistent discipline; close monitoring of student performance; and strong instructional leadership.

There are twelve basic characteristics and practices that are indicators of an effective classroom. These twelve indicators are as follows:

1. Instruction is guided by a preplanned curriculum
2. There are high expectations for student learning
3. Students are given orientation to each lesson with printed lesson objectives
4. Instructions are clear and focused on the lesson
5. Learning process is closely monitored
6. When students don't understand, they are retaught
7. Class time is used for learning
8. There are smooth, efficient classroom routines
9. Instructional groups are formed in the classroom to fit instructional needs
10. Standards for classroom behavior are explicit, they are written, taught and reviewed at the start of a new course
11. Personal interactions between teachers and students are positive; teachers show the students that they REALLY care
12. Incentives and rewards for students are used to promote excellence

Students are also entitled to a positive learning environment. A positive learning environment is one in which 1) the students feel comfortable; 2) physical facilities are kept clean and made reasonably attractive; 3) bulletin boards are bright, colorful and emphasize the lessons being taught, and 4) instructional areas are arranged in a manner in which every student can see the instructor and every other student in the classroom. (A U-shaped classroom arrangement is the most effective classroom arrangement.)

Knowledge of the effective schooling research is extremely important to every educator. The publication Onward to Excellence: Making Schools More Effective is an excellent synthesis of the research. It can be obtained from:

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204
503/248-6800

CURRICULUM SERVICES ADVISORY COMMITTEE

The Curriculum Services Advisory Committee was established in 1988 by CCCOES to advise and counsel the Manager of Professional Development and Curriculum Services in the development, operation, and evaluation of the Curriculum Services provided by CCCOES. The basic duties of the committee include but are not limited to: setting curriculum priorities; generating goals based on current needs and future trends; developing and reviewing curriculum implementation plans; developing new approaches and strategies to curriculum; establishing state-wide network for curriculum activities; and advising on development of curriculum models to address State labor market needs.

The committee established an action plan for FY 1989 that consisted of five focus areas and tasks within each area. The following are the focus areas that provided the framework for the program of work and the activities of the committee thus far.

1. Review curriculum resources available to support occupational education in Colorado. The activities of the committee include: developed a successful strategy for the operation of the Vocational Education Curriculum Resource Center at Red Rocks Community College, developed the guidelines for the establishment of a Curriculum Fellowship, developed an instrument to be used to survey state-wide curriculum needs.

2. Establish a network to facilitate the exchange of information related to curriculum. The activities of the committee include: establishment of the Professional Development Electronic Bulletin Board; establishment of the Colorado Program Improvement Network; establishment of a technology committee to review the use of technology in vocational education; established as a priority the marketing of vocational education through established educational conferences; and the planning of a Regional Curriculum Conference.

3. Review the potential application of technology to support and improve development and implementation of occupational education curriculum in Colorado. The committee has reviewed the RSA and other computer software programs which could be used in the management of vocational instruction and has disseminated, on an informal basis, the information related to the evaluation of the software programs.

4. Provide information and assistance to local educational agencies related to the implementation of outcome-based instruction. The committee has developed procedures to be used by the system that promotes outcome-based education in all system curriculum documents; developed a manual entitled "From Tasklist to Curriculum" for use at the local level in curriculum development; developed a manual entitled "Outcome-Based Curriculum in Colorado: A Procedures Guide" for use at the local level in curriculum development.

5. Review curriculum to determine if student and employer needs are being met. The committee is reviewing the literature and educational research for a systems approach to determining effectiveness of the vocational curriculum.

These action plans were established for FY-1989, however, many of the activities require a long-term commitment and a considerable amount of time. The committee will continue to work on these unfinished activities in 1990-91 and will place a major emphasis on the Colorado Program Improvement Network, the Curriculum Workshop, and the Integration of Academics and Vocational Education.

EQUITY LIBRARY EXPANDS

Your Equity Library has doubled in size to about 200 items. Another resource at one location. Joining the Equity Library of the four Professional Development Centers for the state is the Colorado Technical Assistance Center Library. Now, in addition to material on non-traditional jobs, career search, and teen parenting, we offer self esteem data, grant search, plus single parent and displaced homemaker information. We have videos, books, pamphlets, studies from other states and more. If you are involved in GESA training, this library will expand your information base. VOC/ED Resource Center 303/988-6160 x281

TUNE IN TO COLORADO "RESOURCERY"

FREE SAMPLES

You want magic? With a simple phone call, order job description/task lists for your students in the following areas:

1. Agriculture/Agribusiness & Natural Resources
2. Business and Office Automation
3. Health Occupations
4. Home Economics
5. Marketing and Distributive Education
6. Technical Education
7. Trade and Industrial Education

We offer you your choice of data from twenty-four diskettes prepared by industry with the assistance of educators through the Vocational Education Consortium of States (VTECS). Call for a copy of the menu from any or all of the above, and/or a sample of a task list. No charge for this service.

Task lists, verified in your community by the industry which will hire your students, are the starting point for your curriculum. Scanning various jobs assists students in career decision making as well. We would appreciate your ideas for additional uses. Most jobs have lists of tools and equipment needed, and there is a section for special education assessment. Ask! We will make them materialize on your desk.

Phone: 303/988-6160 x281
Fax: 303/969-8039

Or write to:
Karen Anderson, Manager
Colorado Vocational Education
Resource Center
Red Rocks Community College
13300 W. 6th Avenue Box 14
Lakewood, CO 80401-5398

School of Occupational and
Educational Studies
Colorado State University
Fort Collins, CO 80523

Bulk Rate
U.S. Postage
PAID
Ft. Collins, CO
Permit No. 19

EXEMPLARY PROGRAMS

APPENDIX

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB - Program Improvement

Participating School(s): Statewide

PROGRAM AREA/PROJECT TITLE: Colorado Vocational Education Policy Fellowship

PURPOSE: Carl Perkins funds were utilized for this professional development activity to build vocational educators' leadership skills and knowledge of the policy processes that impact vocational education.

PROJECT CONCEPT: Colorado offered a special opportunity to all vocational educators in 1991 to apply for a Policy Fellowship Program for a full year of learning experience related to policy development. There were 21 applications and 15 selected as Policy Fellows.

CRITERIA: Outstanding program development to meet individual needs of program participants.

MAJOR OUTCOMES/ACHIEVEMENTS: The policy fellows had an opportunity to attend the American Vocational Association's 1991 National Policy Seminar in Washington, D.C., in early spring. The AVA Policy Seminar included meeting legislators, policy development and strategy workshops, congressional receptions; information on vocational education issues and impact of the Carl Perkins II Vocational Education Act.

In addition, Colorado's Policy Fellows were involved in policy seminars, state legislative activities, and local policy decision processes. A final report was required of all Policy Fellows that summarized their experiences.

IMPACT: The recipients of the Fellowship have become very involved in policy related issues at the local, state, and national level. This involvement has help to "spread the word" about vocational education and in several situations place vocational education in the center of "the action."

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

TITLE: State Officer Leadership Training Conference

PURPOSE: To prepare state officers from all VSOs for their roles as leaders and ambassadors during their terms of office.

PROJECT CONCEPT: The leadership conference provided for training in the following areas:

- Leadership:
  1. How to Become a Good Leader
  2. Leadership Skills;
- Goal setting - Program of Work;
- Meeting Management - planning, organizing and conducting meetings, workshops, conferences;
- Parliamentary Procedure - practice time;
- Public Speaking - allow actual practice time with use of microphone;
- Teamwork;
- Specific training in duties and responsibilities of each office, i.e., president, vice president, treasurer, secretary, reporter/historian, parliamentarian, etc.;
- Human relations and social skills;
- Dress and personal appearance/hygiene;
- Travel Planning.

Active, "hands-on" activities and exercises were a part of each workshop.

IMPACT:
By providing quality training for this select group of leaders, the skills are shared with the general membership through local, district, and state activities. These same skills are used by members at the local chapter level and therefore influence the community. These student members also impact the quality of the local workforce.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

NAME: VSO Today

TITLE: Cross-organizational Newspaper

RATIONALE: To inform the membership, administrators, legislators, and business and industry about the activities and benefits of Colorado VSOs.

CONCEPT: A cross-organizational newspaper was developed which featured each organization as well as provided information which applies to all. By using this format, the information is spread to a greater audience and has created a better understanding of the benefits of VSOs.

CRITERIA: Innovative initiative targeting a communication network.

IMPACT:
This public relations tool has received outstanding support from advisors and members in the field. By giving concise information, it is easily read by the various audiences. This publication has been used when discussing relationships with business and industry and therefore provided a better picture of the benefits and activities of the organizations.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

NAME: Participating School(s), CBO's: Front Range Community College, Pueblo Community College, Morgan Community College, Mesa State College

PROGRAM AREA/PROJECT TITLE: Regional Professional Development Centers

PURPOSE: 1) To coordinate primary professional development activities on a regional basis, 2) to utilize regional and local expertise to delivery professional development activities, and 3) that leadership and direction for professional development in Colorado be the responsibility of the Colorado Community College and Occupational Education System (System).

PROJECT CONCEPT: The Regional Professional Development Centers were developed in response to a 1986 study conducted by National Center for Higher Education Management System (NCHEMS).

The objectives of the centers are to:

1) Make professional development activities accessible and responsive to the needs of secondary and postsecondary vocational education.

2) Deliver on a regional basis, cost-effective occupational professional development programs and services.

3) Provide professional development activities that meet the credentialing and recredentialing needs of vocational educators.

CRITERIA: Outstanding program development to meet individual needs of program participants.

IMPACT: The four professional development centers have made professional development activities more acceptable to Colorado Vocational Educators. The professional development needs assessment has told us, for the first time, what Colorado Vocational Educators actually want and need in the area of professional development. Professional development activities have been planned on a regional basis. Activities are being designed around the results of the needs assessment.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

NAME: Statewide Secondary Schools

PROJECT TITLE: Business Education FY91 Activities

RATIONALE OR PURPOSE: Eliminate duplication for secondary students. Articulation to the postsecondary level.

PROJECT CONCEPT: Using the data base established last year the inservices conducted by the Colorado Business Education Implementation Team conducted inservices which provided local teaches with assistance in developing signed articulation agreements with the community college within their service area. Also teachers were provided material to enable them to work with elementary teachers in their school district in methods of teaching keyboarding.

CRITERIA: Accountability and relevance to local needs
Outstanding program development to meet individual needs of program participants

IMPACT: Colorado Community College and Occupational Education System has taken lead and has developed exemplary articulation agreements with in addition to procedures to follow. The business education professional organization (CEF/AB) set 2+2 as a major project for the year.

SIGNIFICANT ACHIEVEMENTS: Students within the Business Programs will be able to have a clear understanding of their ability to articulate based on their individual student outcomes and not be faced with repeating content or competencies achieved at the secondary level.

Elementary teachers will be able to teach correct keyboarding methods to students at the elementary level. In the long run this will benefit the teacher and the students by saving time on computer projects.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

NAME: Statewide Postsecondary Schools

PROJECT TITLE: Business Education FY91 Activities

RATIONALE OR PURPOSE: To eliminate duplication for transfer students.

PROJECT CONCEPT: The business education articulation project continued activities by the business steering committee. A faculty to faculty meeting between the Colorado Community Colleges and the Colorado four-year institutions was conducted in October 1991.

CRITERIA: Accountability and relevance to local needs.
Exemplary Coordination efforts.

IMPACT: One Colorado four-year institution has met with representatives of the fifteen community colleges to begin development of an articulation agreement.

SIGNIFICANT ACHIEVEMENTS: Eleven courses were identified by the community colleges which have common numbering, titling, and descriptions. Four courses were agreed upon that could be used in as acceptable by the four-year institutions. Five courses for secondary to two year community colleges have been identified.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement

NAME: Colorado Council on Nursing Education

PROJECT TITLE: The Colorado Nursing Articulation Model
Executive Summary

CRITERIA: Exemplary coordination and cooperation between postsecondary certificate, associate degree, and baccalaureate degree nursing educators.

RATIONALE OR PURPOSE:

The Colorado Nursing Articulation Model is the first model of its kind in the nation. Through it, all public and private nursing programs (30) in the state of Colorado are enabling student nurses to advance their education more easily. Under the model, developed by the **Colorado Council on Nursing Education**, nurses educated in Colorado will be able to progress in the following ways:

- Licensed Practical Nurse to the registered, associate degree
- Associate Degree or diploma registered nurse to the baccalaureate nurse level

The advancement can now be accomplished without testing. Historically, testing has been required to validate prior learning. The Colorado Model is necessary because students who graduate from associate degree programs earn nursing credits at a lower division (100-200 level courses); the baccalaureate nursing programs in Colorado offer most course work at the upper division (300-400 level courses). Educators do not assume that lower division work is comparable to upper division work, and have commonly used challenge testing to verify that learning has occurred. Such testing was expensive and time consuming and had the effect of discouraging many nurses from seeking further educational degrees.

Articulation without testing will be possible for two reasons. The first is that faculty members from all nursing programs in the state have validated the content of all curricula. The second is that individual validation of prior nursing knowledge will occur by placing nursing credits in escrow at the higher level institution until the nurse successfully completes one semester of full-time nursing course work at the receiving institution. Nurses articulating from either the practical nurse to associate degree level or from diploma or associate degree to the baccalaureate level will receive approximately one year of nursing credit for previous nursing course work. All articulating students must meet program admission requirements.

If a practical or registered nurse graduated more than three years ago, work experience or an approved refresher course will be required.

Nurses residing in Colorado who have been educated in other states will be able to articulate without testing under this model if they graduated from a National League for Nursing accredited program.

IMPACT:

This Colorado Nursing Articulation Model will be implemented between January 1, 1991, and January 1, 1992, by all Colorado nursing programs. An evaluation plan will be in effect by January of 1991. The **Colorado Council on Nursing Education** will be responsible for overseeing the implementation and evaluation.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement,
Exemplary Programs

NAME: St. Vrain Valley Career Development Center (Boulder), Northglenn High School (Adams 12), Thompson Valley High School (Larimer County), Thomas B. Doherty (El Paso District #11), Heritage High School (Arapahoe #6), Englewood High School, (Arapahoe #1), Broomfield High School (Boulder RE-2), Denver North High School (Denver Public Schools), Fort Morgan High School (Morgan RE-3), Pueblo County High School (Pueblo District #70).

PROJECT TITLE: Marketing Education Resource Implementation Team (MERIT)

RATIONALE OR PURPOSE: The program assists teachers in the implementation of a competency-based instructional system and a mastery learning approach to evaluation. The overall purpose of MERIT is to provide professional update and development experience for teacher coordinators and to provide a model for program development of general, individual job related, and DECA curriculum in Marketing Education.

PROJECT CONCEPT:

a) to meet the needs of all learning levels of students through individualized instruction and integration of mastery learning as part of the instructional delivery system.
b) to provide a method of coordinating basic skills and vocational education through achievement of entry-level competencies that are necessary for the future success of students.
c) to utilize training plans and student competency records to account for student's progress in the Marketing Education program.

IMPACT:

a) Provides a foundation for statewide adaptation of a unified curriculum for Marketing Education.
b) Establishes a base for vertical and horizontal articulation agreements.
c) Provides accurate records of competencies mastered by students to use for employment or future educational pursuits.
d) Projects a unified image of the purpose of Marketing Education to all targeted audiences.

APPENDIX

CARL PERKINS FUNDING CATEGORY: Title IIB, Program Improvement, Exemplary Programs

Participating School(s): Delta High School, Peonia High School, Hotchkiss High School, Woodland Park High School, Littleton Schools, Cherry Creek Schools, Trinidad High School, Widefield High School, Pikes Peak Community College, Englewood High School, Clear Creek County High School, Colorado Northwestern Community College, and Smokey Hill High School.

PROJECT TITLE: Expansion of Tech Prep Related Instruction to TT&I program areas.

RATIONALE OR PURPOSE: The development of student learning activities included hydraulics, pneumatics, electricity, heat, thermal, and power exercises which were specifically job related. This technical preparation experience improved student abilities with abstract analysis of the work setting through job specific problem solving and analytical thinking exercises.

PROJECT CONCEPT: Based upon the projected needs of business and industry and state technical committees, vocational secondary programs were improved through the introduction of broad based labor market related (job related) tech prep instructional content. Programs of instruction were improved so as to provide students with an understanding of the applied physics, math, and communications elements of the specific occupational areas being taught.

CRITERIA: Outstanding program development to meet individual needs of program participants.

IMPACT: The project resulted in the creation of cluster "tech. prep." programs of instruction in related occupational families in local high schools and community colleges which articulate vertically secondary to postsecondary.

PROPOSAL ABSTRACT

I. State the need(s) for the program/project.

The importance of home-based businesses are particulary strong in rural areas where there are few formal job opportunities, and some people have fewer job options due to lack of formal education or training. With the aid of this training project, the students will have a firm knowledge base to continue their business successfully.

II. What are the objectives of the program/project as it relates to federal funds?

The goal of the training program will be to educate and enhance the current consignors home-based businesses. In an isolated environment, it is difficult to make business contacts, there is an absence of feedback and/or stimulation of new ideas and very few write a business plan, conduct a formal market analysis or use simple accounting procedures. The training is designed to provide our consignors with expert knowledge through professional seminars and "hands on" workshops in many different fields of the home-based business.

III. Identify the procedures and methods for meeting the stated needs and objectives in this proposal.

One day seminars over a six month period will help to build the knowledge base of the consignors to better prepare them for the summer season. The one day seminars will consist of speaker presentations, hands on workshops and counseling. Seminar topics will include: Pricing, Presentation and Displays; Marketing; Accounting Procedures; Business Plans; Patents and Copyright Laws; and Trends for the 90's. Culmination of the training program and workshops will be a trade fair displaying the consignors products for the public.

IV. State the proposed plan for evaluating the program/project.

Evaluation will be an ongoing process when implementing the goals of the project. The evaluation will address three basic criteria of interrelated performance: (1) the performance and usefulness of each training session, including the number of people starting and completing the training; (2) the performance and usefulness of workshops and counseling; and (3) the performance of the program as a community economic development effort as a whole, including its impact on the region, and community involvement.

V. Identify the anticipated outcomes of the program/project.

The anticipated outcome of the training program will build a better working knowledge and strengthen the foundation for the home-based business. A support base will be established for the consignors as a network of resources for future reference. The overall goal of the project is to build the self esteem, make new contacts, and build a healthy home-based business.

VI. A Budget narrative is required to describe the funds requested (in addition, complete attached budget form).

MAKING HOME WORK 4 YOU"
May 3rd and May 4th, 1991

The seminar/workshop has been designed to provide you, the home-based business person to benefit in all aspects of your business. The following is a brief summary of each of the speakers.

MOTIVATIONAL SPEAKER: D. Scott Friedman of D. Scott Friedman & Associates, from Denver, Colorado

Scott is a speaker with outstanding humor. He has been President of the National Speakers Association for the past two years and is currently serving as a national board member for the Speaker's Association. Scott will deliver a powerful message on the "Best Way to Predict the Future is to Create It". He has combined his talents as a successful businessman to become an inspirational speaker. The audience will gain the ability to nurture a healthy self esteem, effectively managed time, coop with and manage stress, set and attain goals, become more assertive, and enhance skills in communication. Scott teaches audiences to open their minds through laughter, while sharing "how to" techniques and practical ideas. He illustrates an approach in taking control of one's life instead of falling victim to feelings and circumstances.

MARKETING SPEAKER: Bob Smith and Stephen Cohen of Gorilla Marketing Company from Denver, Colorado

Bob and Steve are the small business marketing alternative. It can be a jungle out there when you are trying to decide where your business is going and how it will get there. Gorilla Marketing is a no-nonsense consulting approach able to tame your wildest marketing problems. You will learn how to create your own market and effectively market your products and services.

FINANCE SPEAKER: Ray Swanson of Swanson & Associates, CPA, Denver, Colorado

Ray designs integrated foundations for the future (i.e.) Entrepreneurial Coaching, Structural & Operational Consulting, Accounting, Bookkeeping and Reporting as well as computerization and Tax Planning.

LEGAL SPEAKER: Bill Carpenter, of Carpenter & Johnson Associates, Denver, Colorado

Bill helps small businesses in legal structure for their business. Bill specializes in contracts, lease services, partnerships formation, collections and legal litigation. Bill addresses all legal concerns of a small business.

BUSINESS PLAN SPEAKER: Charles Martin of Charles Martin Consulting, Denver, Colorado

Charles operates the Institute of Management Development and Performance Program. He specializes in planning, management, employee relations, marketing, finance and production. His experience consists of (i.e.) notables as Gates Rubber Company, US West, CBS, AT&T, Kodak, McDonald Douglas as well as small individual entrepreneurs.

MAKING HOME WORK 4 YOU

Two Day Seminar

May 3rd - 4th, 1991

PLACE: Old Town Saloon

TIMES: See the Schedule

COST: Free to the Public

R.S.V.P: By April 25, 1991

719-346-7382

SPONSORED BY:

Morgan Community College

Small Business Development Ctr

Old Town Museum & Emporium

INSTITUTIONAL INNOVATION GRANTS

FY 91

APPENDIX

THE COLORADO PARTNERSHIP FOR EDUCATIONAL RENEWAL

REVIEW OF THE 1990-91 SCHOOL YEAR

Prepared by Peggy A Raines

COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM
COLORADO STATE UNIVERSITY
METROPOLITAN STATE COLLEGE
UNIVERSITY OF COLORADO AT BOULDER
UNIVERSITY OF COLORADO AT DENVER

ADAMS 12 FIVE STAR SCHOOLS
BOULDER VALLEY PUBLIC SCHOOLS
CHERRY CREEK SCHOOLS
DENVER PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOLS
ENGLEWOOD SCHOOLS
WELD COUNTY SCHOOLS

1990-91

IN RETROSPECT

The fifth year of existence for the Colorado Partnership for Educational Renewal was a period of expansion and action. Two public school districts, Douglas County and Weld County RE-1, and two institutions of higher education, Colorado State University and the Community Colleges and Occupational Education System joined the Partnership. This expansion exemplifies an increased awareness of the contributions of the Colorado Partnership toward educational renewal through school/university collaboration.

- In July of 1990, the Partnership, the Education Commission of the States, the Governor's office, and the Colorado Department of Education co-hosted an exciting and well-attended educational event. The Colorado Conversation featured John Goodlad, Professor and Director of the Center for Educational Renewal, and author of *A Place Called School* and *Teacher's for Our Nation's Schools* , Theodore Sizer, Director of the Coalition of Essential Schools and author of *Horace's Compromise,* and Donald Stedman, Vice-President for Academic Affairs for the University of North Carolina, representing the National Center for the Paideia Program founded by Mortimer Adler. These three prominent educators addressed an audience of nearly 400 on issues of education reform in a national context. The three illustrated that their reform movements overlap and support each other in significant ways including the belief that systemic change is needed. A panel of local educators then asked questions of the three leaders.

- Also in July of 1990, the Partnership received confirmation that the U.S. Department of Education had funded the Colorado Partnership Mathematics Project (CPMP) for $150,000 for the first year. This school-centered renewal effort began in four schools with four release teachers and has now expanded to eleven schools with hopes of releasing seven additional teachers. The main themes of the project are: mathematical knowledge, content methodology, learning and child development, assessment practices, equity, and developing school-based leadership and collegial support. Project activities involve classroom teachers, teacher leaders, administrators, and parents. The goals are to support teachers in improving instruction, develop leadership for change, and create a climate supportive of change.

- This past fall, Linda Damon became the CPMP project coordinator, Bill Juraschek of the University of Colorado at Denver and Carol Wilson, Executive Director of the Partnership, serve as principal investigators for the project. At the time of this writing, CPMP has been funded for $140,000 for a second year.

- In June 1990, the first annual CPMP summer retreat was held at Balarat Outdoor Education Center. Julian Weissglass, formerly principal investigator of Project T.I.M.E. (the project from which CPMP evolved) facilitated the retreat activities which focused on reform of math education, leadership development and creating environments supportive of change. In phase one of CPMP, support teachers were released full time from Woodglen Elementary (Adams 12 Five Star), Overland High (Cherry Creek), Bishop Elementary (Englewood), and Martin Luther King Middle (DPS), and began meeting bi-weekly in September with CPMP staff. October 2 was the first of a series of monthly workday meetings attended by teachers of both phase one schools and phase two schools: Horizon High (Adams 12), Boulder High, Centaurus High and Fairview High (Boulder Valley), Laredo Middle (Cherry Creek), Oakland Elementary and Marrama Elementary (DPS), and Cherrelyn Elementary (Englewood). Concurrent, bi-monthly principals meetings were also held .

- In October, the Partnership hosted a well-attended reception at the Governor's Residence honoring participants in the Colorado Partnership Mathematics Project. Also in October, CPMP staff and support teachers presented at the annual Colorado Council of Teachers of Mathematics conference. In February, Judy Mumme, formerly director of Project T.I.M.E., presented her work on performance-based assessment. In April, four CPMP support teachers attended the NCTM annual conference in New Orleans. The monthly workdays concluded in May with a meeting at the National Center for Atmospheric Research which focused on "Mathematical Models." Julian Weissglass returned this June to lead the second annual summer retreat at Balarat. Summer activities concluded with the three-day summer institute sponsored by CPMP and Douglas County School District.

- A small grant from American Association for Higher Education was awarded to the Partnership and the College of Liberal Arts and Sciences of the University of Colorado at Denver in the name of the CPMP Alliance for School-University Collaboration. This has facilitated a series of workdays held during the past year focusing on the structure and ways of thinking that characterize mathematics, science and technology .

- A group of school teams from five districts (including K-12 teachers and administrators, and university faculty) attended a session on the Paideia approach to teaching and learning at the Aspen Institute in July, 1990. Use of the Aspen Institute was arranged by Paul Bauman from the University of Colorado. Mortimer Adler and leaders from the Partnership, including Mike Lentz and Carol Younghans of Skyview Elementary School, facilitated the Socratic dialogues. This experience proved to be so stimulating that many participants continued to meet throughout the school year (and beyond) and invited other educators to join.

In April of 1991, Patricia Weiss, Paideia Associate, conducted a two-day workshop in Denver entitled *Coaching for Seminars.* This summer the Partnership offered a Socratic Seminar in June in Boulder, facilitated by Rona

Wilensky, an Associate of San Diego Socratic Seminars. A second seminar is scheduled to take place in Denver the first week in August.

- The Partnership also received a grant in July of 1990 from the Colorado Community College and Occupational Education System to address gender and other equity issues in school and classroom practices. While focusing on the overarching issue of gender equity in vocational and career education, the project promotes critical inquiry to encourage ongoing self-examination and action related to all equity issues. During the 1990-91 school year, the co-investigators Ken Howe of CU Boulder and Carol Wilson of the Colorado Partnership have worked with seven elementary and secondary schools interested in looking deeply into equity issues in their own settings. Participating schools include Horizon High School in Adams 12; Casey Junior High in Boulder Valley; Eastridge Elementary in Cherry Creek; South High School and Park Hill Elementary in Denver Public Schools; and Flood and Sinclair Middle Schools in Englewood.

- In September, 1990, the Partnership sponsored an assessment conference, *Beyond the Bag of Tricks: Linking Assessment and Instruction,* featuring keynote speaker Lorrie Shepard as well as other local assessment notables. A second day of small-group sessions covered myriad topics on assessment approaches and issues that accompany alternative assessments. Assessment groups within and across several schools continue to develop ways of assessing student progress that will yield more accurate and useful information about what and how students learn. A related issue that is also receiving attention is the evaluation of renewing (restructuring) schools. Through the National Network for Educational Renewal, members of the Colorado Partnership have participated with others across the country in the work that is being pioneered in the Bellevue, Washington school district and have brought back the ideas to share with Partnership school faculties and administrators.

- Also this past fall, Cherrelyn Elementary School embarked upon the Nature of Knowledge Project--an intriguing mix of environmental education, professional development, and community conservation. The Partnership's emphasis on the school as the center of change, decision making, and renewal supported the school as it continued to identify needs and interests in thoughtful, collaborative ways. Cherrelyn, interested in more connected, consistent educational experiences for all students, is working toward the use of environmental education as an organizing center for its curriculum. Supported by a grant from the Colorado State Forest Service and additional assistance from CSF's education division, the school is able to use environmental education as a focus in their school renewal efforts.

- The West Side Partners for Education, school leaders in Denver's west side, continue to enlist the aid of the Partnership to facilitate efforts to develop a stronger sense of community for the students they serve Spurred by the large number of drop-outs and students who are not getting the education and support they need, these schools have joined to design a plan for improving the situation in seven west side schools.

- In keeping with the Partnership's central purpose of simultaneous renewal of schools and teacher education, the University of Colorado at Boulder and Thornton High School in Adams 12 Five Star District used the clinical experiences of nine preservice teachers as a common area of collaboration during this past school year. The nine language arts secondary preservice teachers were all graduate students in an alternative certification program (ProBE). The program is committed to critical inquiry and the development of reflective practitioners. The students received all of their methods coursework through tutorials and seminars conducted at the high school site. Miles Olson and Peggy Raines from UCB conducted the program in collaboration with the THS English Department. At least one member of the university faculty was on site several days a week. Not only were the preservice benefits to the teacher candidates exceptional, so too were the inservice benefits to the high school faculty. Having a critical mass of student teachers in the same department within one high school contributed greatly to the identification of common interests between the university and the school. An additional result of this experience was Peggy Raines' doctoral dissertation on the role of reflection on teacher education.

- In the truest sense, this collaboration exemplifies the importance of partner schools as vehicles for the simultaneous renewal of schools and teacher education. The cooperating teachers involved in this program were continuously examining existing practices and developing new practices by working with a group of student teachers who were heavily involved in the latest educational research. These novice teachers also engaged in pre-student teaching experiences in the same high school, so there was a much greater sense of continuity and ownership in their education and work in the school. Every individual involved in this endeavor emphasized the importance of the cohort; a group of novice teachers working with a group of experienced teachers in one location/department. Teaching the seminars and tutorials in the high school increased the opportunities for university and school faculty to interact about the methodology coursework as well as its practical application, thus greatly narrowing the gap that so often exists between theory and practice. Identifying and developing partner schools may be a difficult and slow process, but the benefits are profound.

- The Partnership in collaboration with the Governor's office, Colorado Commission on Higher Education, Colorado Department of Education, and the Colorado Council of Deans of Education is coordinating a state-wide dialogue on teacher education reform. The purposes of the dialogue are: 1) to inform and extend the dialogue on teacher education reform using recommendations from *Teachers for Our Nation's Schools*; 2) to gather information about all efforts under way in public schools and teacher preparation in Colorado; 3) to tailor recommendations specific to our state's circumstances; and 4) to develop a structure for continuing dialogue accompanied by thoughtful, noticeable action by building on the strengths of existing structures. A grant from Southwestern Bell Foundation will help support a series of regional meetings and a statewide symposium involving leaders from the community, business, schools, colleges/universities, the legislature, and professional organizations.

- This past spring, the Partnership sponsored a conference, *Curriculum Challenges in Mathematics, Science & Social Studies: A Focus on Issues, Trends, & Current Knowledge,* hosted by AT&T and Denver Works. More than one hundred participants attended this day and a half conference which provided a forum for: 1) exploring issues, trends and current knowledge in mathematics, science and social studies; 2) extending the discussion to inter-, multi-, and trans-disciplinary possibilities in these disciplines; and 3) examining questions of diversity, equal access to learning, uses of technology, assessment practices, and integrating general and vocational education. A second curriculum conference entitled *Curriculum Challenges: Putting the Power of the Arts and Humanities into the Curriculum* is scheduled for October, 1991.

In Prospect

The foundation has now been laid for the Partnership to continue building on existing programs and activities and developing new alliances with individuals and organizations committed to educational renewal. The Partnership has been asked to collaborate on several proposed projects that are currently seeking funding:

- Zenas Hartvigson and Bill Briggs, mathematicians from the University of Colorado at Denver have applied for an NSF grant for a project that will help them become more involved with schools. The MOST project will develop course material that emphasizes applications of mathematics and the use of technology in the classroom and will disseminate this material to the teachers and students of Denver area schools. They intend to work with the Partnership to tap into resource contacts, develop symbiotic relationships with existing programs and use existing networks. This collaboration would benefit all the Partnership school districts.

- Bill Juraschek and Glen McGlathery of the University of Colorado at Denver are also seeking funding for a Math Through Science Project designed to help teams of middle grade (5-8) teachers acquire the science and math knowledge, as well as the methodologies, to move toward the integration of math and science in the classroom. They too intend to collaborate with the Partnership on this project.

- Beverly Anderson of InSites is applying for funding for a project intended to help schools, districts and communities gain a perspective about what and how to change. A Systemic Approach to School Restructuring proposes to work with three Partnership schools to make balanced changes in the teaching and learning process, administrative and policy approaches, and relations with parents and community.

- The Mathematics Action Research Collaborative, based in Newton, Massachusetts has invited the Colorado Partnership Mathematics Project to participate in their professional development project for experienced teachers of middle school or high school geometry. The principal investigators are currently seeking NSF funding to begin in 1993. This work would support action research by teachers as one way to improve teaching and learning in mathematics classrooms.

- The National Center for Atmospheric Research has proposed a program for teacher enhancement in atmospheric sciences education that will bring 40 middle and junior high school teachers from other states to Boulder for three consecutive summers. They will participate in four-week workshops in atmospheric sciences and related fields. Project LEARN will bring teachers together to give them direct experience of practicing science, increase their knowledge of atmospheric sciences and applied math, develop activity-based teaching strategies, and increase their leadership abilities. Colorado Partnership Mathematics Project staff and teachers will facilitate the sessions on leadership.

- Partnership efforts to develop multi-cultural resources and programs to attract and hold people of color in teaching are underway and will receive greater attention in the year to come.

It is clear that 1990-91 was a very active year in the Colorado Partnership for Educational Renewal. The meaningful inquiry and consequent progress that have occurred in the Partnership through these various projects and activities are attributable to the energy, expertise, and commitment of the active partners.

THE YEAR IN REVIEW
1990-91

Conferences/Seminars/Presentations/Events

- CPMP Retreat - June, 1990 - Julian Weissglass
- The Colorado Conversation- July 1990 - John Goodlad, Ted Sizer, Donald Stedman
- Paideia Seminar - July, 1990 - Aspen Institute - Mortimer Adler
- Beyond the Bag of Tricks: Linking Assessment to Instruction - September, 1990 - working conference
- CPMP staff and support teachers presented at Colorado Council of Teachers of Mathematics Conference - October, 1990
- Curriculum Challenges in Mathematics, Science & Social Studies: A Focus on Issues, Trends, & Current Knowledge - March 1991 - working conference
- Coaching for Seminars - April, 1991 - Paideia Workshop - Patricia Weiss
- Socratic Seminar - June, 1991 - Rona Wilensky
- CPMP Retreat - June, 1991 - Julian Weissglass
- CPMP Summer Institute - August, 1991 - working conference
- Curriculum Challenges: Putting the Power of the Arts and Humanities into the Curriculum - to be held October, 1991 - working conference
- Reception at Governor's Residence for CPMP participants - October, 1990
- Seminar with Gary Rowe of CNN on Technology: Using Primary Sources in the Classroom

Projects/Groups

- Gender Equity: Toward Shaping School and Classroom Practices - focuses on the overarching issue of gender equity in occupational and career education.
- Nature of Knowledge Project - a mix of environmental education, professional development, and community conservation.
- Colorado Partnership Mathematics Project - a school-centered renewal effort focusing on mathematical knowledge, content methodology, learning and child development, assessment practices, equity, and developing school-based leadership and collegial support.
- The Colorado Dialogue on the Reform of Teacher Education - regional meetings and a state-wide symposium involving leaders from the community, business, schools, colleges/universities, the legislature, and professional organizations.
- West Side Partners for Education - an alliance to develop a stronger sense of community for students in Denver's west side schools.

External Groups: Collaborations/Involvements

- American Society for Training and Development
- Association for Supervision and Curriculum Development-Advisory Board for Curriculum and Technology
- Colorado Alliance of Business
- Denver Community Leadership Forum
- Denver Cooperative for Educational Excellence
- Education Commission of the States
- Hispanic Agenda
- Piton Foundation Persistent Poverty Project
- Public Education Coalition
- Women's Foundation

Proposals/Grants

- Colorado Partnership Mathematics Project - Received National Math and Science Program Grant, U.S. Department of Education - $150,000/yr. one, $140,000/yr. two
- CPMP Alliance for School-University Collaboration - Received AAHE Grant - $500
- Gender Equity Project - Received CCOES Grant - $6,000/yr. one
- The Colorado Dialogue on the Reform of Teacher Education - Received Southwestern Bell Grant - $5,000
- Partner Schools: Clinical Sites for Teacher Education - Reapplying for NSF Grant - $306,000
- Content Focus: CPMP - Proposal pending for NSF Grant - $874,000

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Weld County School District 6

STATE PLAN OBJECTIVE: 4.10

TITLE OF PROGRAM/PROJECT: Enhancing Basic Skills Through Applied Academics

I. NEED FOR THE PROJECT

In response to the challenge to improve achievement levels in basic skills, many schools and states have increased requirements for teacher certification and high school graduation. Weld County School District 6 is implementing an outcome nased education system which shifts emphasis from time and the calendar to the skills and abilities desired of students. Vocational education has been assigned a primary role in assuring that students exit school with requiste job skills as well as basic academic skills. The need exists to integrate applied communications, science, and math into District 6 vocational programs.

II. PROGRAM OBJECTIVES

1) Integrate the applied communications and applied Biol;ogy and chemistry materials into the agriculture program such that students will master course outcomes for Public SPeaking, COmposition, and Biology I. 2) Integrate the applied Biology and Cehmistry material into the Horticulture program such that students master course outcomes for Biology I. 3) Establish the agriculture and horticulture programs as to master course outcomes and earn graduation credit in Public SPeaking, Composition , and Biology I.

III. PROGRAM METHODS/ACTIVITIES

Methods number 11 and have been designed according to project goals as follows: 1) orientation conference; 2) hire project staff; 3) train staff in applied Biology and Chemistry ; 4) train staff in applied COmmunication; 5) revisee Agriculture curriculum; 6) revise Horticulture curriculum; 7) deliver Biology and Chemistry modules; 8) deliver applied Communications modules; 9) prepare recommendations for revised graduation requirements; 10) Board to establish revised graduation requirements; 11) complete final reporting.

IV. PROGRAM OUTCOMES/RESULTS

1) Revised graduation requirements which expand opportunities to master exit oand program outcomes through vocational education. 2) Academic foundations of DIstrict 6 students will improve. 3) Students who can benefit from vocational education will have easier access to courses and programs.

NAME OF CONTACT PERSON: Dr. Joseph Helbling

TITLE: Director of Vocational Education

ADDRESS: 811 15 Street
Greeley,CO 80631

TELEPHONE NUMBER: (303) 352-1543

nz_anrptff.91

SUCCESS STORY
ENHANCING BASIC SKILLS THROUGH APPLIED ACADEMICS

Jonathan is a 10th grade student with at least average ability. His achievement has consistently been below average and he has demonstrated an aversion to writing. In his agriculture Technology I class, Jonathan would literally produce three word responses when requested to write assignments. On the pre-test instrument given by the English teacher who was assigned to the class this year, Jonathan scored a 3, which is one point below proficiency on a scale 1-7. According to Mr. Paul Bellin, who worked with Jonathan on his writing two to three times a week, his attitude gradually improved to the point that he became a "willing writer". At the end of the year Jonathan scored a 4 on the District writing assessment, which indicated proficiency. Jonathan is an example of a student who may never become a proficient writer through the "normal" curriculum. Learning to write, and learning to appreciate writing, was accomplished for Jonathan through the functional context of his vocational education program.

TO: *All Teachers and Administrators of Vocational and Traditional Education*

FROM: *Shirley Henry-Lowe*
Staff Development
Weld School District 6 - Greeley, CO

RE: *An Exciting opportunity for Professional Growth*

DATE: *September 28, 1990*

I am writing to call your attention to an important upcoming evening event we are offering teachers and administrative staff in the Northern Colorado area. We are often asked "What can we do to improve the integration between traditional and vocational education and how can we make the marriage fit an Outcome-Based system?"

The presenters, from both the traditional and vocational education arena, are practitioners - teaching and administrating in districts and learning centers focused on integration and Outcome-Based education. Their intent is to share a formula which the National Council for Effective Schools has called a most effective way to approach education in the 90's.

Because we know your schedule is a busy one, we have arranged a dinner presentation on

THURSDAY, NOVEMBER 1
at the GREELEY HOLIDAY INN
from 5:00 P.M. to 9:30 P.M.

We feel so very strongly about the worth of this program that we are offering it to you at a nominal fee.

You'll be interested in the easy blend of speakers and the strength of their message. Please join us for this special program and by all means bring a colleague along. You won't regret it. Because of space limitation, pre-registration is REQUIRED. If you are interested in attending this high powered one evening dinner presentation please read the following data and fill out the pre-registration form. Return it to me by October 28, 1990.

JOIN US FOR

Curriculum Integration in an Outcome-Based System:
Making the Mission Reality
Thursday, November 1, 1990 5:00-9:30 P.M.
Holiday Inn, 609 8 Avenue, Greeley
$25.00 pre-registration fee required!

Name ______________________ *Work Location* ______________________

City ______________________ *Zip* ______________________

Position ______________________ *Work Phone* ______________________

COST: Cost is $25.00 per person for the dinner presentation. Registration and payment deadline is October 28, 1990.

Make checks payable to:

F.L.I.T.E. 6
School District #6
Greeley, CO 80631

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Trinidad State Junior College

STATE PLAN OBJECTIVE: Improved instructional quality and services through locally designed exemplary projects.

TITLE OF PROGRAM/PROJECT: Exemplary Telecommunications Project to provide Associate Degree Nursing Education delivery to the San Luis Valley Area Vocational School.

I. NEED FOR THE PROJECT

1) Isolated, depressed rural area
2) Need to improve education and expand educational opportunities to residents in the San Luis Valley.
3) Nursing shortage

II. PROGRAM OBJECTIVES

1) Enroll 10 Licensed Practical Nurses in the San Luis Valley.
2) Place an AT&T OPTEL telecommunications link at the San Luis Valley Area Vocational School.
3) Provide the Trinidad State Junior College Associate Degree Nursing Program to the 10 enrolled students in the San Luis Valley utilizing the OPTEL Telecommunication System.

III. PROGRAM METHODS/ACTIVITIES

1) Purchase of OPTEL System equipment.
2) Installation of equipment at the San Luis Valley Area Vocational School in Alamosa.
3) Development of OPTEL System Associate Degree Nursing Courses during Summer and Fall 1990.
4) Testing of the OPTEL Delivery System during Fall 1990.
5) Identification of funding for instruction, travel, clinical, and instructional materials. (See back)

IV. PROGRAM OUTCOMES/RESULTS

1) Increase in educational opportunities to residents of the San Luis Valley. Installation of the AT&T OPTEL Telecommunications System at San Luis Valley Area Vocation School which permits the transmission of the described nursing curriculum to San Luis Valley Practical Nurses in the 1991 Spring Semester and beyond.
2) Expanded Vocational Education Program in the San Luis Valley:
3 graduated with Associate Degree in Nursing.
5 LPNs have been accepted at this date for Fall of 1991
12 LPNs working on prerequisites to enter the program at a later date

NAME OF CONTACT PERSON: Dr. P. Dean Lillie

TITLE: Vice President for Instruction

ADDRESS: 600 Prospect Street
Trinidad, CO 81082

TELEPHONE NUMBER: (719) 846-5533

nz_anrptff.91

TRINIDAD STATE JUNIOR COLLEGE
600 Prospect Street • Trinidad, CO 81082
Public Information Office • (719) 846-5658
NEWS

TSJC San Luis Nursing Graduates
5-23-91
Diane Mondragon

FOR IMMEDIATE RELEASE

Cutline: Associate Degree Nursing students, Sandra Horton, from Romeo, Connie Campbell of Manassa and Valerie Trujillo of Alamosa (l.-r.), are the first graduates of the Trinidad State Junior College "OPTEL" program. The program is a High Technology technique which transmits live classroom lectures via satellite to remote areas. in a rural area live. The students and the teacher can communicate with each other even though they are miles apart. The students attended a short bridging class presented by the Director, Mary Ann Louden, last summer to get started with the program this last fall. They finished the program in nine months. (TSJC photo by Carol Malone)

TRINIDAD STATE
JUNIOR COLLEGE

PROGRAM PLAN FOR LPN/TRANSFER NURSING STUDENTS

An outreach project delivering the Associate Degree Nursing Program to licensed practical nurses in Alamosa using audio computer-graphics, from Trinidad, is now available.

Applicants who are licensed practical nurses are allotted credit in nursing courses for advanced standing. A nursing transfer student's transcript will be evaluated and the student advised according to his/her status of advanced standing.

One requirement for admission to the TSJC Nursing Program includes completion of required support subjects with a minimum grade of "C" in each course and an overall grade point average of 2.5.

REQUIRED SUPPORT SUBJECTS ARE:

• Anatomy/Physiology with Lab	5 ~~10~~ semester hours
• English	3 semester hours
• Speech/Humanities	3 semester hours
• General Psychology	3 semester hours
• Developmental Psychology	3 semester hours
• Computer Literacy	1 semester hours

ADDITIONAL ADMISSION REQUIREMENTS:

- Application to Trinidad State Junior College
- Successful completion of an approved Practical Nursing Program
- Intravenous therapy certification in Colorado
- Pre-entrance aptitude test for registered nurses
- Successful completion of the Math for Nurses Competency Test
- Successful completion of a skills competency test

[illegible]

Trinidad State Junior College follows the requirements of The Colorado Nursing Articulation Model for articulation from Practical Nurse to the Associate Degree Nurse.

Licensed Practical Nurses preparing to enter the Associate Degree Nursing Program and who have completed or are working on the support course of Anatomy /Physiology with a lab **may sign up for the Pathophysiology** courses taught by Trinidad State Junior College using audio computer-graphics. The courses are received at the San Luis Valley Vocational Center. Application to TSJC is necessary to register for these courses. Contact the TSJC Student Services for forms.

For further information call Student Services (719) 846-5621 or Mary Ann Louden, Acting Director, (719) 846-5524 or Toll Free in Colorado at 1-800-621-TSJC.

TRINIDAD STATE
JUNIOR COLLEGE

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Community College of Denver

STATE PLAN OBJECTIVE: 4.10

TITLE OF PROGRAM/PROJECT: Bridging the Basic Skills Gap: A Professional Development Project

I. NEED FOR THE PROJECT

Industry is placing ever increasing demands on vocational education and the abilities of entry level workers. At the same time, many students are entering vocational education with low basic skills. The mission of this project is to help vocational teachers develop awareness of economic and demographic trends which are changing work, and implement cooperative learning approaches which prepare students for success.

II. PROGRAM OBJECTIVES

1 Forty vocational teachers will successfully demonstrate the ability to use innovative learning structures, such as cooperative learning.
2. Instructors will demonstrate the use of at least four structures.
3. Instructors will demonstrate knowledge of the basic skills gap.
4. Instructors will demonstrate awareness of the needs of special needs students.

III. PROGRAM METHODS/ACTIVITIES

1. Needs assessment to determine areas of strongest focus in training.
2. Research and development of training.
3. Delivery of one semester hour of training at two locations.
4. Implementation: teacher follow-up to ensure implementation of cooperative learning into vocational classes.

IV. PROGRAM OUTCOMES/RESULTS

1. Training outcomes: Participants demonstrated understanding of industry needs and the ability to use cooperative learning. Course received outstanding evaluations.
2. Instructional Outcomes:
   *25 teachers demonstrated implementation of cooperative learning.
   *One site developed math modules which using cooperative learning to teach basic math.
3. Teacher in-service modules developed: (1)What skills do employers demand?;(2)Cooperative Learning-awareness;(3) Cooperative Learning:commitment; (see below

NAME OF CONTACT PERSON: Mary Gershwin

TITLE: Coordinator

ADDRESS: Community College of Denver
1111 W. Colfax Ave.
Box 6
Denver, CO 80217

TELEPHONE NUMBER: 303-794-4584

(4) Teamwork; (5) Integrating academic and vocational education.

nz_anrptff.91

Success Story

There are two success stories that should be told for this project. One is about an instructor, Abraham Walo, who applied what he learned in this training project to his class. And the other is about his student--a man who surprised everyone with his ability to learn when the barriers seemed insurmountable. Here is the story of the student, Lucio Jaramillo.

Four months ago when Lucio started basic skills training at Technical Education Center his teacher, Abraham, handed him a pen. Lucio refused to write. He was illiterate in his native language of Spanish and working at below the second grade level in math, reading and writing. Not only did Lucio lack basic skills; he had just lost his job after working at Sunstrand for over ten years. Lucio wanted to learn, but he is sixty-one years old--too old for some people to begin learning.

Lucio´s teacher, Abraham Walo, participated in "Bridging the Basic Skills Gap" and focused on making the training relevant for his classes which are full of students like Lucio. Abraham learned that Lucio had blindly felt his way through a literate world for the last fifty years.

Lucio came to the United States from Mexico as a teenager and managed to learn enough English to get by, but also enough to get him into trouble. As a factory worker at Sunstrand, he once guessed about how to handle some equipment and ruined over $30,000 worth of airplane parts. Sunstrand let him stay for many more years, but until four months ago, he never overcame his illiteracy.

In the last four months, Abraham has applied cooperative learning approaches to the vocational English class which Lucio attends. Abraham is also using cooperative learning approaches in the math lab where he works with Lucio. In just four months, this sixty-one year old man has advanced to seventh grade level in math, reading and writing.

According to Abraham, the training he received through "Bridging the Basic Skills Gap" has made the difference to help Lucio and his other students in three critical areas:

Academic: Lucio and several others are advancing academically. For many of these adult students, this is the first time they have had success in school.

Social Skills: Abraham´s students come from all over the world. And while many like Lucio have lived in the U.S. for years, they have operated on the fringes of society. Cooperative learning has created a mini-society in which they not only succeed academically, but also begin to understand the social customs of the United States. They are learning how to work in teams, resolve conflicts and prepare for success in business settings.

Self-esteem: For the first time in sixty-one years, Lucio is succeeding in school, belonging to a group, and manipulating written language. His self-esteem is growing with his experiences of success.

Lucio has helped others around him for all his life and worked hard since a child. He was a farm hand, a meat packer, and a factory worker. Because of his work, his son went on to become a psychologist. But Lucio never could open doors for his own future. Now at sixty-one he can read, he is planning to get his GED, and wants to complete vocational training in automechanics.

Lucio deserved to get a well trained teacher, and according to his instructor, Abraham Walo, "Bridging the Basic Skills Gap" provided the training and help to make him excellent at his job. Lucio is bridging his own gap because of his own will to learn, and the excellent instruction provided by his teacher, Abraham Walo.

VE590V Workshop: Workplace Basics
Addressing the basic skills issue in the classroom

Every day the American workplace is changing and demanding more from employees. Yet students enter our classes with poor basic skills. This class presents practical strategies to use to bridge the basic skills gap. You will learn:

The basic skills issue: what do employers want?

Five simple strategies to use in presentations to reinforce basic skill development.

Cooperative learning structures that improve students' basic skills.

Teachers' Comments on Previous Workshops:

"I can use only one adjective for this workshop: superb."

"This was a great blend of new techniques and contact with other teachers."

"I am certain I will be using these techniques in my classes."

Mary Crabbe Gershwin has served as a consultant and trainer in developing workplace basic skills for organizations such as the Colorado Department of Education, Idaho State College and The Governor's Job Training office. Firms such as Honeywell, Pfizer, United Banks, and The Marriott have rated her training as outstanding.

To Register: To register call Shirley Wagner 549-3344 or 549 -3370

Registration Deadline: March 29,1991

Cost for One Credit Hour: $34.00 for one semester hour of graduate credit from CSU.

Dates:	Saturday, April 6, 1991	8:00-5:00
	Saturday, April 20, 1991	8:00-5:00

Location: AB 024 - Pueblo Community College

Grading: Pass/Fail

Materials Provided at no charge

Funding for this project is provided through the
Colorado Community College and Occupational Education System.

Registration is Limited

ECONOMIC DEVELOPMENT

APPENDIX

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Trinidad State Junior College

STATE PLAN OBJECTIVE: 2.5

TITLE OF PROGRAM/PROJECT: Learn to Lead

I. NEED FOR THE PROJECT

Las Animas County has been identified as a depressed area. Unemployment in Las Animas County was 10.9% in 1989 compared to a 5.4% for the State of Colorado. Branson, a statutory town, is located 50 miles southeast of the county seat, Trinidad. The industry has historically been railroading and agriculture. In the early 1970's the railroad section house was removed leaving agriculture as the dominant economic base. With the downturn in agriculture, jobs and job opportunities have also decreased. This small, rural community understands that "a community doesn't have the divine right to exist." Branson needs to develop its economic base to survive as a community with viable schools, services, and businesses.

II. PROGRAM OBJECTIVES

1. Develop and strengthen the leadership skills of 18 local citizen volunteers who represent a cross-section of the local citizens in terms of their interests, occupations, age, gender, and ethnicity and are committed to work for community betterment for a period of six months during the grant period plus twelve months after the grant period.
2. Develop and publish locally-supported goals and a plan of action to guide the economic development and community improvement activities over eighteen months.
3. Implement and evaluate one community project which initiates the economic development/ community betterment process during the grant period.

III. PROGRAM METHODS/ACTIVITIES

The Learn to Lead Project will consist of four professionally facilitated workshops, two evenings and three all-day sessions between January 15, and June 30, 1991. The project is a partnership between Trinidad State Junior College and the Branson Area Development Council, each committed to specific responsibilities.

IV. PROGRAM OUTCOMES/RESULTS

Upon completion of this Project, the town of Branson will have completed and published a plan for community development and one community project which initiates the economic development/ community betterment process. Eighteen local citizen volunteers will be trained and will have established a process for community development and economic growth that will continue after funding for this project ends.

NAME OF CONTACT PERSON: Mary Ann Carlson

TITLE: Director, Continuing Education/Community Services

ADDRESS: 600 Prospect
Trinidad, CO 81082

TELEPHONE NUMBER: (719) 846-5527

nz_anrptff.91

SUCCESS STORIES

Two of the young men involved in this program have blossomed as leaders. Upon initial contact, they were quiet, reserved, and participated only with encouragement. Now, they take initiative in discussion, action, and recommendations. Both are good thinkers and quality participants.

At the public meeting held September 23, 1991, ten members of the team participated in presentations and small group discussion leadership. The methods used to conduct the small group discussions were learned in "Learn to Lead" and all of the groups were very successful as a result.

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Lamar Community College

STATE PLAN OBJECTIVE: Train Business Leaders

TITLE OF PROGRAM/PROJECT: Quality Business Leadership; 21st Century - Rural America

I. NEED FOR THE PROJECT

A. Declining population base. (7% decrease during 1980's)
B. Limited employment opportunities.
C. Lack of cooperation between counties and cities.

II. PROGRAM OBJECTIVES

A. Promote area cooperation.
B. Focus on area strenghts.
C. Train future business leaders.
D. Identify participants for Quality Business Leadership: Vision 21st Century, Rural America program.

III. PROGRAM METHODS/ACTIVITIES

A. Identify and nominate ten civic leaders from each county.
B. Idnetify and accept one senior high school student from each school in the area.
C. Professional trainers will conduct leadership training sessions.
D. Develop promotional materials for community leadership development.

IV. PROGRAM OUTCOMES/RESULTS

Participants from 8 small, rural economically depressed communities received intensive traning on economic development skills. These skills can be used to assist the small communities in assessing their needs and developing a strategy for economic stability.

NAME OF CONTACT PERSON: Elwood Gillis

TITLE: Director, Small Business Development Center

ADDRESS: 2401 South Main Street
Lamar, CO 81052

TELEPHONE NUMBER: (719) 336-8141

nz_anrptff.91

QUALITY BUSINESS LEADERSHIP:21ST CENTURY-RURAL AMERICA

Success Story

The Project Director was working in my office as an intern from the Lamar Community College business school. She is a single mother of four young daughters and was forced on welfare when her husband deserted her six years ago.

I was able to use project funds to hire her to direct the program. This was an opportunity she needed to build her confidence and put her newly acquired skills to work.

She did an excellent as project director. With this confidence builder and experience gained in directing the project she was has now obtained a very good job as the administrative assistant at our local hospital.

She is off welfare.

JTPA/VOCATIONAL
EDUCATION COORDINATION ASSISTANCE

APPENDIX

PROJECT ABSTRACT

DISTRICT/INSTITUTION/AGENCY: Arapahoe Community College

STATE PLAN OBJECTIVE: 5.8

TITLE OF PROGRAM/PROJECT: Eligibility Technician Training

I. NEED FOR THE PROJECT The concept of this program was in response to a direct request by local Social Service agencies to provide a base training for potential employees. Data from the State Department of Social Services for the most recent year indicated an EXCESS of 150 openings for Eligibility Technicians throughout the state, most of which were in the metropolitan area.

II. PROGRAM OBJECTIVES The supposition underlying this concept is that a well-devided training program will provide excellent placement opportunities for AFDC recipients and lead to self-sufficiency, particularly in view of the entry level salary of $1,306.00 per month or ($8.15 per hour). It also provides individuals with personal familiarity of the system.

III. PROGRAM METHODS/ACTIVITIES A specific 15 credit hour program was designed to provide a holistic approach to the Technician position as well as student needs, (see attached curriculum). Activities include multiple guest speakers, field trips to three State Department meetings, financial institutions, local community resources, and a multi-county, internship program.

IV. PROGRAM OUTCOMES/RESULTS Total number students enrolled - 33

Number students under the grant - 29		
Number students under grant completed - 24	83%	
Number students under grant employed - 18	77% to date	

NAME OF CONTACT PERSON: Beth Wieck

TITLE: Director of Business and Industry Services--Arapahoe Community College

ADDRESS: 2500 W. College Drive, P.O. Box 9002
Littleton, CO 80160-9002

TELEPHONE NUMBER: (303) 797-5714

nz_anrptff.91

ATTACHMENT A

PROGRAM ABSTRACT

The Eligibility Technician Training Program consists of a one semester, fifteen credit hour academic program offered under the auspices of Arapahoe Community College. The training is be offered to two groups of fifteen AFDC recipients each. The first group will complete training in the fall semester 1990 and the second group will compete training in the spring semester 1991.

The curriculum is intended to include credits in mathematics, writing, social service fundamentals, computer skills, communication skills, negotiation and conflict resolution skills, creative thinking, decision making and problem solving skills, and cooperative education for a practicum in the field.

While there is a good deal of training offered to new Eligibility Technicians by local Departments of Social Services with the support of the State Department of Social Services, the training is very time consuming. It is done on a one-to-one basis and the personnel generally find it necessary to curtail the length of the training.

This concept has in mind to structure a full semester of fifteen credits for the targeted trainees, including a cooperative education practicum at one of several Social Service, Food Stamp, or Child Support Enforcement offices. The academic portion will be developed by Arapahoe Community College with input and collaboration from the State Department of Social Services and staff development personnel from local Departments of Social Service. The curriculum will be developed to reflect the need for extensive knowledge and familiarity with federal rules and regulations, for computer literacy, and the ability to access and do input on state databases. The curriculum will also focus on interpersonal and modeling skills and behaviors such as communication skills, human relation skills, and conflict resolution and negotiating skills. It is one of the major objectives to ensure that the new Eligibility Technician is fully aware of the scope of the job and demonstrates the skills necessary to carry it out, thereby reducing the high turnover rates currently typical of the position.

Data for the most recent year indicates that there were in excess of 150 openings for Eligibility Technicians throughout the state, most of these in the metropolitan area. The supposition underlying this concept is that a well devised training program will provide excellent placement opportunities for AFDC recipients and lead to self-sufficiency, particularly in view of the entry level salary of $1,277 per month ($7.37 per hour). It will also tap into individuals who will bring to the training a personal familiarity with the workings of the system.

ATTACHMENT B

PROGRAM "SUCCESS STORY"

Linda Williams was an AFDC recipient for several years. Linda has two children and endured a broken marriage. Linda became very aware of who she was and the skills she had to offer an employer. The combination of job specific training (eg., Social Service policy and procedures) and exposure to general functional skills (eg., financial planning, employee effectiveness) gave Linda the edge she needed to create self-motivation and career goals. Linda was a successful student and obtained a high score on the Merit System examination.

Upon completion of the Program, she interviewed for and accepted a position as an Eligibility Technician with Arapahoe County Department of Social Services. Linda has progressed quickly in the position and is regarded by management as a "super star".

Not only has Linda's family no longer on AFDC but she has also rejoined with her husband in a positive family structure. Linda relates " Because I know who I am, that I am self-sufficient, I know what is best for myself and my kids. I have for the first time a communication with my husband that is a positive relationship."

SECTION III

COMMUNITY BASED ORGANIZATIONS

TITLE III, PART A

Program Area: Community Based Organizations
State Plan Goal/Objective: 5.5
Project Title: Personalized Vocational and Community Based Training

A BETA STUDENT SUCCESS STORY

Although Greg was about to graduate, he knew his course of study left him without skills needed by local employers to find employment. His special education teacher learned of the BETA Business and Education Training Alliance Program for individuals with disabilities and referred Greg. Greg met with BETA staff, received vocational assessment for interest and aptitude and decided to enroll in the Electronics Assembly BETA Program.

Greg discovered success early in the program. Strengths in visual acuity, manual dexterity and an interest in manufacturing quickly made Greg one of the top achievers in the class. Greg built on the early success and became targeted for a high tech electronics firm requiring high levels of performance. The career selection required close work and sitting for long periods of time. This was acceptable to Greg despite his physical disability (Spina Bifada). BETA provided training and employment for Greg. In addition, Greg is able to pursue other goals with the money he earns, including the goal to continue his education with a local community college.

Greg supports business and education partnerships like BETA. When the BETA advisory committee required a "townhall" meeting with district leaders, he produced a video tape presenting a student's perspective of the program (the tape was made because Greg was not able to attend the evening meeting).

This success story represents an example of the power of business and education partnerships for special populations. The student, employer and community win in partnership programs that combine resources and expertise to achieve common goals in training and employment.

APPENDIX

CARL PERKINS FUNDING CATEGORY: IIIA, Community-Based Organizations
School Linkages

NAME: Mi Casa Resource Center for Women, Inc.
Emily Griffith Opportunity School-Second Chance Program

PROJECT TITLE: Project Take-Off

RATIONALE OR PURPOSE: To address the alarming statistic of a 50 percent high school dropout rate for young Hispanic women as well as the fact that 80 percent of all women work in gender-typed, low-paying jobs with little access to training.

PROJECT CONCEPT: Project Take-Off is a pre-apprenticeship nontraditional job training/placement and high school completion program. The project recruits female dropouts; provides individual education and employment; counseling; assists with the completion of high school; provides pre-apprenticeship training for nontraditional and high technical careers; and coordinates job placement in nontraditional employment. It creates linkages between community-based organizations, the Denver Public Schools, vocational training programs, private sector employers and Servicios de la Raza.

SPECIFIC PROGRAM OBJECTIVES:

1. Present nontraditional career planning workshops to 100 dropouts.
2. Recruit and screen 50 high-risk young women.
3. Provide assessment, training, and employment planning for 30 participants.
4. Negotiate cooperative agreement with 12 employers.
5. Enroll all participants in GED or high school courses.
6. Provide pre-apprenticeship training to 30 high-risk youth.
7. Enroll all participants in a (4) four-day job preparation class "Avenues to Careers."
8. Place 20 high-risk youth as trainees in private sector nontraditional employment or in training programs.
9. Provide mentoring, ongoing support, and transitional counseling.

OUTCOMES:

1. Completion rate of 47.

2. A level and award system was added which includes a 10-level curriculum
   a. Weight training
   b. Career planning
   c. Math course
   d. Counseling support group
   e. Participation in a community project
   f. Mentor's program
   g. Tool training
   h. GED Completion
   i. Placement--employment/education

3. Two hundred forty young women received information about nontraditional careers.

   Forty-seven participated in the program, 19 currently enrolled.

   Twenty-six participants enrolled in GED.

   Pre-apprenticeship training provided to all.

SECTION IV

CONSUMER HOMEMAKING

TITLE III, PART B

APPENDIX

CARL PERKINS FUNDING CATEGORY: IIIB, Consumer and Homemaking

NAME: Aurora Public Schools/Brighton School District

PROJECT TITLE: Partners in Parenting Education (P.I.P.E.)

RATIONALE OR PURPOSE: To effectively utilize a teen parent child care center as a lab for parenting education and at the same time enhance infant stimulation and developmental activities for children.

CRITERIA: Using teen parent child care centers for parenting lab instruction.

PROJECT CONCEPT: The objective of Partners in Parenting Education was to improve the quality of lab instruction and activities for infants/toddlers. The child care provider was considered a partner in the parenting education of the teen. Curriculum models and resources were assessed. A comprehensive lab-based parenting outline and instructional manual was developed. An advisory board assisted in the development of all project activities and provided technical assistance. A pilot phase was conducted.

IMPACT: An imediate impact is not recognizable as far as numbers served. However, through the research and development phase of materials and the pilot phase of implementation, it became evident that a change in philosophy and attitudes about teen parent education have evolved. A total integrated program concept involving the classroom educator and the laboratory staff involves acquisition of new skills and knowledge, and the development of team building skills. An additional outcome was the interest by community based organizations and health care providers. Inservice of 13 site-based staff will be accomplished in FY 92.

APPENDIX

CARL PERKINS FUNDING CATEGORY: IIIB, Consumer and Homemaking

NAME: Pueblo Community College, Pueblo

PROJECT TITLE: Consumer Home Management Outreach

RATIONALE OR PURPOSE: To provide parenting, consumer and homemaking education to disadvantaged adults in a depressed county.

CRITERIA: Outstanding linkages within the community.

PROJECT CONCEPT: The Consumer Home Management Outreach program was designed to reach adults disadvantaged by income and/or physical or mental handicaps. The program had three focuses: 1) The cordinator and instructors provided parenting education with Headstart parents and Pueblo Youth Services. 2) Independent living skills classes were offered to developmentally disabled in cooperation with Canon City Opportunites, Pueblo Board of Developmental Disabilities, and Goodwill. Financially disadvantaged persons received instruction in basic living skills and money management inorder for them to raise their standard of living. 3) Collaborative efforts with CBO's such as the YWCA Family Crisis Shelter provide parenting skills. The entire program focuses on a community network delivery system meeting clients needs in agencies, CBO's and housing projects.

IMPACT: The Consumer Home Management Outreach program served 2193 disadvantaged adults through excellent linkages and collaboration with CBO's. Success stories are numerous. For example, one mentally disabled client who has lost speech due to emotional trauma has responded to instructors and works with others in laboratory situations.